Assessment of

STUDENT SERVICES

With emphasis on Learning Outcomes in Student Services

February 18, 2011

Instructional Affairs

Administrative Services and CRE

Student Services

Assessment

The process of delineating, collecting, and providing information to judge decision alternatives for the purpose of aiding in the improvement of program, services, or products and to meet accountability demands.

COM-FSM Goals

The College of Micronesia-FSM, through a cycle of assessment and review, will continuously improve to meet or exceed current accreditation standards and will:

1. Promote learning and teaching for knowledge, skills creativity, intellect and the abilities to seek and analyze information and to communicate effectively;
2. Provide institutional support to foster student success and satisfaction;
3. Create an adequate, healthy and functional learning and working environment;
4. Foster effective communication;
5. Invest in sufficient, qualified, and effective human resources;
6. Ensure sufficient, and well-manage fiscal resources that maintain stability;
7. Build a partnering and services network for community, workforce and economic development;
8. Promote the uniqueness of our community, cultivate respect for individual difference, and champion diversity; and
9. Provide for continuous improvement of programs, services and college environment.

2009-2011 COM-FSM General Catalog, p. 17

COM-FSM GOALS

2

Provide institutional support to foster student success and satisfaction

- ◆ Provide strategic enrollment management for the college
- ◆ Become more student centered in the development of specific college system policies and procedures
- ◆ Promote timely college tenure and graduation of students with mastery of array of core learning objectives, including civic-mindedness and self-value
- ◆ Develop a student-friendly campus environment that encourages and enables students to be health conscious.

COM-FSM GOALS

9

Provide for continuous improvement of programs, services and college environment

◆ Improve institutional assessment and evaluation
◆ Integrate planning, evaluation and resource allocation for continuous improvement
◆ Increase research and data driven decision
◆ Develop an integrated database system

The Logic Model

Situation → **Input**

INPUTS

These are materials and resources that the program uses in its activities, or processes, to serve patrons. For examples, equipment, money, facilities, personnel, etc.

The Logic Model

Situation → Input → Activities Services

ACTIVITIES

These are activities or processes that the program undertakes with/to the patron in order to meet patrons' needs. For example, teaching, counseling, feeding, etc.

The Logic Model

Situation → Input → Activities Services → Outputs

OUTPUTS

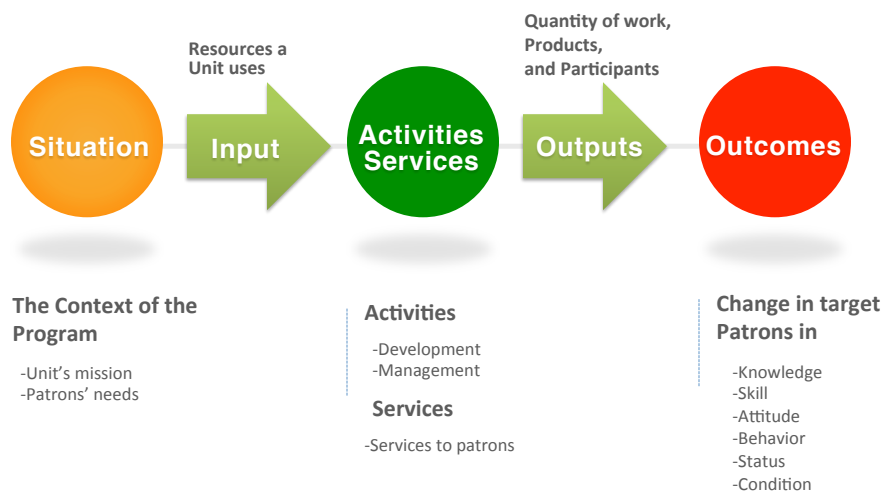These are units of service regarding the program. For example, the number of students taught, counseled, fed, etc.

The Logic Model

OUTCOMES

These are actual impacts/benefits/changes for patrons during or after the program. For example, for a smoking cessation program, an outcome might be "participants quit smoking" – notice that this outcome is quite different than outputs, such as the "number of participants who went through the cessation program."

The Logic Model

The Context of the Program

  -Unit's mission
  -Patrons' needs

Activities

  -Development
  -Management

Services

  -Services to patrons

Change in target Patrons in

  -Knowledge
  -Skill
  -Attitude
  -Behavior
  -Status
  -Condition

Sample Logic Model

Student Alcohol Drinking Reduction Program

Information and sustained support can enable students to stop drinking alcohol.

By providing a seminar and matching students with a trained mentor, the program will change student alcohol drinking behavior.
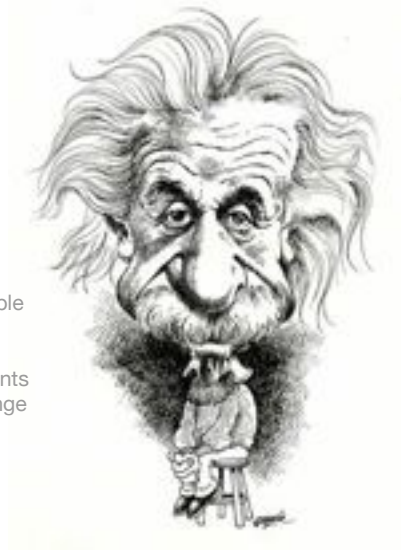
Student Alcohol Drinking Reduction Program

Input

- Staff
- Instruction Modules
- Volunteers (Mentors)
- Training of Volunteers
- Others

Activities

- One session lecture (Seminar)
- Match with volunteer mentor for counseling

Slide 1

Student Alcohol Drinking Reduction Program

Output
- Number of students in lecture
- Number of students matched with mentors

Outcome
Immediate Outcomes
- Increased knowledge of risks of drinking alcohol
- Increased support from mentor to quit

Intermediate Outcome
- Students quit drinking alcohol

Longer-term Outcomes
- Less illness
- Longer life expectancy

Slide 2

Institutional Research and Planning Office
Mission and Outcomes Development Worksheet

Worksheet 1

See COM-FSM Institutional Assessment Plan Handbook (pp. 66-67), **http://www.comfsm.fm/irpo/assessment.html.**

Mission and Outcomes/Objectives Development Worksheet #1

Unit/Office/Program (1-1)   Assessment Period Covered (1-2)
Submitted by (1-3)   Date Submitted (1-4)

Institutional Mission (1-5):
Institutional Mission: Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Institutional Strategic Goal Supported (1-6):
Unit/Program Mission Statement (1-7):
Unit/Program Goals (1-8):
Unit/Program Outcomes/Objectives (1-9):
Outcome/Objective 1:
    Strategies/Action Steps
Outcome/Objective 2:
    Strategies/Action Steps
Outcome/Objective 3:
    Strategies/Action Steps
Outcome/Objective 4:
    Strategies/Action Steps

1-10 Endorsed by:

Supervisor (name)   Title   Date
Assessment committee   Date
Committee with oversight responsibility   Date
Approved by:
President   Date

Callouts:
- Unit's name
- Assessment Period
- Who submitted
- Date of submission
- COM-FSM mission statement
- Only the strategic goal (s) from the current college strategic plan to directly relate to the program/offices mission and responsibilities.
- Unit's mission statement
- Unit's Goals.
- SMART (specific, measurable, achievable, realistic, Time bound) outcomes should be used. All outcomes should include specific criteria to determine success.
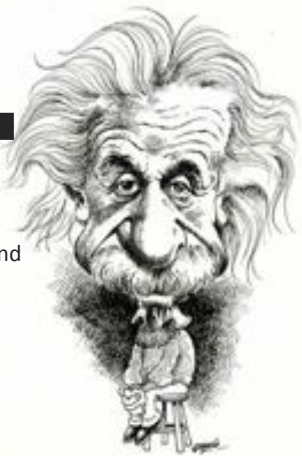
SMART

Specific   Measurable   Achievable   Realistic   Time-Bound

Albert Einstein
14 March 1879 – 18 April 1955

Worksheet 1

See COM-FSM Institutional Assessment Plan Handbook (pp. 66-67), http://www.comfsm.fm/irpo/assessment.html.

Evaluation Question

Data Source
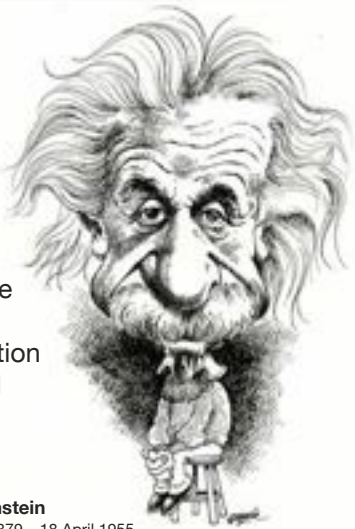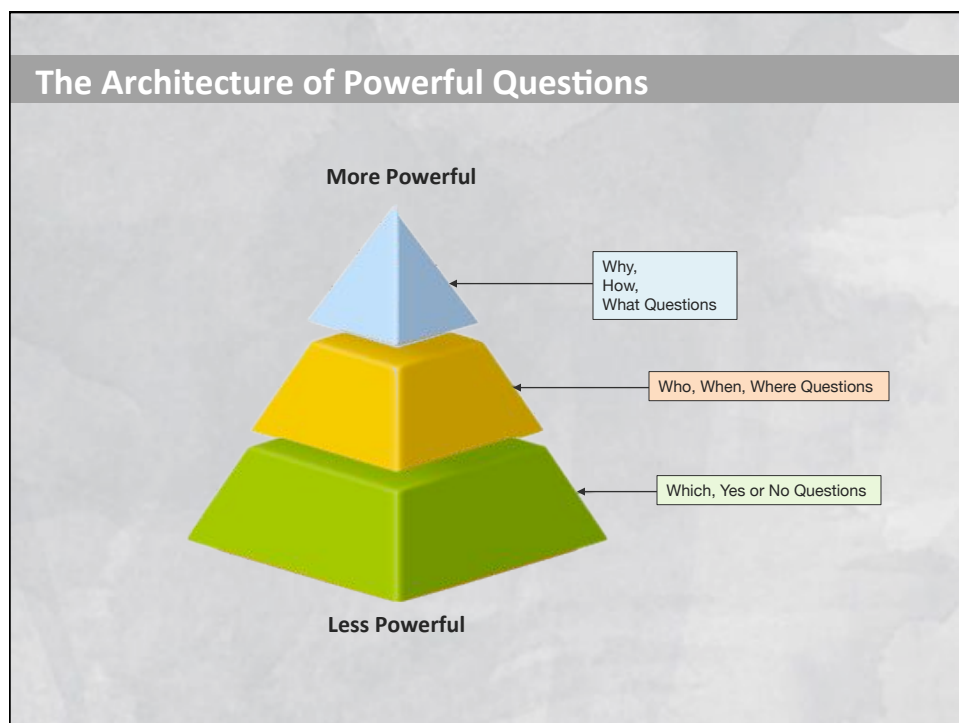
Samples

Analysis
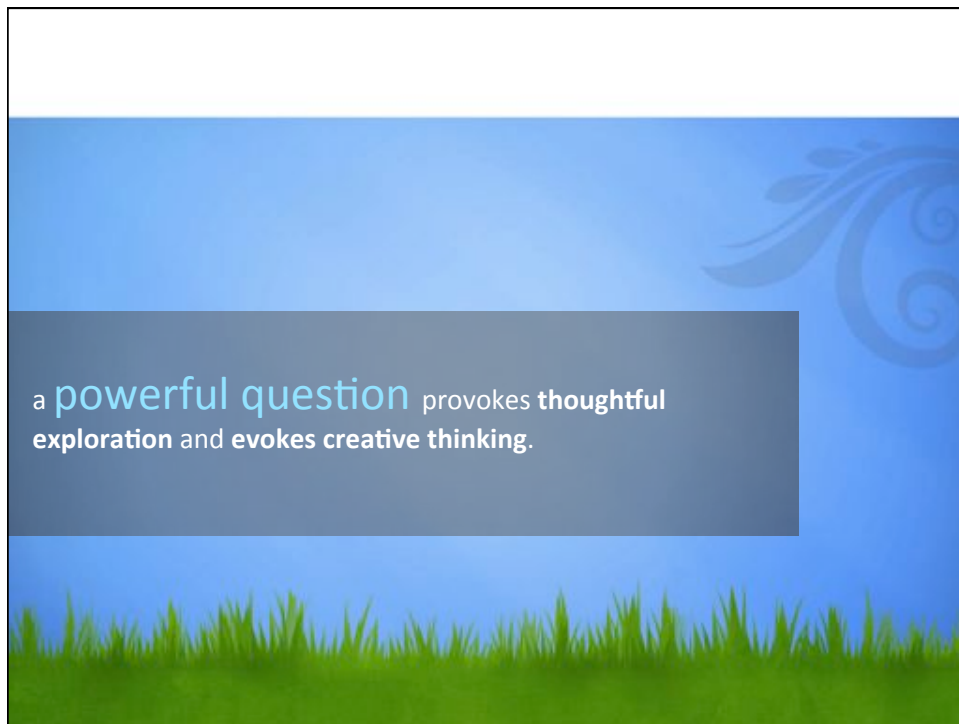
Activity, who is responsible, dates

PowerPoint   **Keynote**   **Services**

If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than five minutes.

Albert Einstein
14 March 1879 – 18 April 1955

The Architecture of Powerful Questions

More Powerful

Why,
How,
What Questions

Who, When, Where Questions

Which, Yes or No Questions

Less Powerful

a powerful question provokes **thoughtful exploration** and **evokes creative thinking**.

Examples of evaluation questions

Did OAR processed academic transcripts on a timely manner?

Yes/No question. Weak

What is the level of patron's satisfaction in terms of how OARR delivers appropriate services and timely responses to requests for information?

A powerful question. It provokes thoughtful exploration ....

Sample and Population

Sample (n) is the small group that you observe, and a population (N) is the larger group about which your generalization is made.

Sampling is unavoidable since time, money, and effort involved do not allow us to study all possible members of a population.

But as long as the sample used is a representative portion of a population, i.e., we are able to generalize with confidence and describe the population from which it was taken, then the findings and conclusions obtained from our sample are VALID.
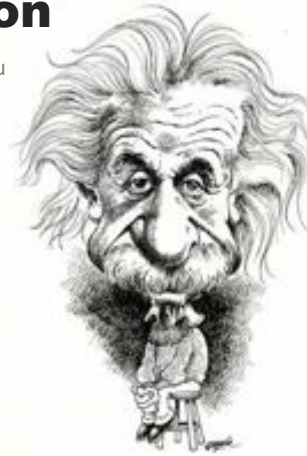
Albert Einstein
14 March 1879 – 18 April 1955

Regardless of the specific technique used in selecting a sample, the steps used in sampling include:

1. Identification of the population
2. Determination of the required sample
3. Selection of sample

Sample Size of the Population

$$n = \sum \frac{N}{1+Ne^2}$$

Where n=Sample size

N=Population size

e=desired margin of error (percent allowance for non-precision because of the use of the sample instead of the population

Sample Size of the Population

$$n = \sum \frac{N}{1+Ne^2}$$

For example, if the population is 1,088 and the margin of error we will allow is 2%.

$$n= \frac{1,088}{1+1,088(.02)^2}$$

$$= \frac{1,088}{1+1,088(.0004)^2}$$

$$n=\ 758$$

$$= \frac{1,088}{1+0.4352}$$

$$= \frac{1,088}{1.4352}$$

Some Sampling Strategies

Random Sampling
all samples of the same size have an equal chance of being selected from the population.

Stratified Sampling
involves selecting independent samples from a number of subpopulations, group or strata within the population. Great gains in efficiency are sometimes possible from judicious stratification.

Cluster Sampling
involves selecting the sample units in groups.

Non-Random Sampling
a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected. This sampling is classified into: purposive, quota, and convenience.

End of Presentation