

Administrative Unit Assessment Reporting Template

Dabney S. Lancaster Community College

I. Mission Statement

Does your department have a mission statement? If so, provide it on the cover page. Ideally, the mission provides a comprehensive statement about the core functions of your department, including the stakeholders you serve. It should also explicitly or implicitly refer to DSLCC's mission statement, demonstrating alignment with and expansion of the College's mission. For those units with several staff, it is encouraged to craft a mission statement as a team.

II. Departmental Goals

Meant to align with your departmental mission statement and with institutional goals, describe the goals of your department. Different from outcomes (described next), your goals should be general statements about the core functions and services that you provide and should reference the stakeholders who benefit as a result of these services (for example, a goal for Student Services might be: "Students will receive accurate and timely academic advising").

III. OUTCOMES

Your outcomes are how you will determine your effectiveness of meeting your goals. Outcomes are specific, measurable statements about specific services, programs, and functions. These statements can be written from the perspective of what your department will do (conduct maintenance inspections once per month) or from the perspective of stakeholders (90% of students will be satisfied with front desk customer service). Describe your outcomes using measurable verbs and specific content.

IV. METHODS FOR GATHERING ASSESSMENT RESULTS

Describe the measure(s) and/or performance indicators you use to evaluate effectiveness for EACH outcome. Consider including the following information:

- a. *What type of measure is it (e.g., survey, checklist, etc.)?*
- b. *What performance indicator are you using (e.g., retention rates, budget amounts, revenue generated, usage data, etc.)? Performance indicators are set pieces of data, rather than information gathered from assessment measures such as surveys or checklists.*
- c. *If it isn't obvious, briefly describe the measure in order to demonstrate its appropriateness for measuring the stated outcome.*
- d. *For any measures you may have, briefly describe: 1) how the data will be collected, 2) when the data will be collected, and c) the population from whom the data will be collected.*

V. SPECIFYING A TARGET FOR SUCCESS

Specify the target score or level of achievement that indicates success on the stated outcome.

Consider the following:

- a. *How do you determine if your department is meeting the outcome (i.e., What score on the measure/performance indicator would make you satisfied that your department is meeting the outcome?) Consider percentages (90% of students will be satisfied with services), benchmarks (retention rates for at-risk students will be at or above the rates of other students), or improvement over time (the amount of revenue generated from non-credit classes will increase by 5% over last year).*

VI. RESULTS

Clearly provide the results from the measure(s). Please include the following information:

- a. *The number of students/stakeholders who completed the assessment.*
- b. *The scores from the measure/performance indicator that directly relate to the outcome.*
- c. *At least two years of data (if available). Having multiple years of data help provide context and evidence of improvement over time.*

VII. Interpretation of Results

Interpret the results using a few brief statements. Consider the following:

- a. *Interpret the findings relative to the target score. Did you meet the target? If not, why do you think you did not meet the outcome? If yes, be sure to state that you met the learning outcome. The results, when considering the target, should clearly support either assertion.*
- b. *If you implemented an action plan over the past year to improve performance on this outcome, do the results illustrate an improvement in performance? If yes, interpret the growth with respect to the department improvement. To what degree do you think the changes were responsible for the improvement? If results did not improve, will you stick with the improvements specified in the action plan or will you create a new action plan?*

VIII. DESCRIPTION OF CHANGES/IMPROVEMENTS IMPLEMENTED OVER MOST RECENT ACADEMIC/CALENDAR YEAR.

There may be some overlap here with your interpretations, but provide a description of any changes/improvements you made over the past year in an effort to improve upon this year's results. Consider the following:

- a. *A description of the changes you had planned to implement (use last year's action plan to inform this description. Ideally, you fully implemented your action plan from last year and can credit these changes for altering the results. Describe what you did, and highlight anything that you couldn't do, or that you did differently from the proposed plan.*
- b. *Any additional changes you made that might not have been part of a previous action plan.*
- c. *This section should be written in the past tense.*

IX. IDENTIFYING IMPROVEMENTS TO BE IMPLEMENTED OVER NEXT ACADEMIC/CALENDAR YEAR

If you are not meeting the outcome (or you met the outcome, but still see ways to improve), provide an action plan that you will implement next academic year to improve performance.

Consider the following information:

- a. A description of the proposed modifications. Provide as much detail as possible.*
- b. A general timeline for implementation. When will you implement this plan? When will the changes be implemented? What additional budget/resources will be needed?*
- c. Any resources required for implementation.*
- d. This section should be written in the future tense.*