

Stark State College

Physical Plant Biennial Assessment Report

Department Name: Physical Plant
Individual Completing Report: Georgi Kerby
Date: 5/31/14

Departmental Self-Assessment Procedure and Action Plan

Purpose:

To self-identify the status of Program/Department in the outcomes assessment process as well as the action-steps and timetable for the development of assessment processes.

Procedure:

All programs and departments must complete the self-assessment process. Programs which do not demonstrate how the program/department meets each of the self-assessment criteria must submit an assessment plan documenting the proposed action steps and timelines along with the self-assessment form. A follow-up self-assessment report on the implementation of the assessment plan will be due the following academic year. Programs meeting effective assessment standards will be required to submit an assessment report on a biennial basis.

Directions:

Mark the appropriate response to the Yes/No items with an X. Provide a brief summary of action steps to meet the Criteria (for example, the department will meet twice a month over the next term to develop goals). Please note that it is critical that due diligence is given to the development of goals and associated outcome measures. Do not attempt to create goals, identify measures, and implement the assessment plan in the same term!

Assessment Criteria

1. Goals

Does the Department have specific student learning or academic/ student service goals which reflect the discipline or service area professional standards?

Yes X No _____

2. Outcome Measures

Are direct and indirect outcome measures identified for each goal?

Yes X No _____

3. Research

Is research systematically conducted to evaluate success or failure in achieving outcomes?

Yes X No _____

4. Findings

Are research results analyzed and interpreted and findings determined?

Yes _____

No _____

5. Review Process

Are findings are discussed and reviewed by appropriate groups and individuals and recommendations made for action?

Yes _____

No _____

6. Proposed Actions

Are recommendations acted upon?

Yes _____

No _____

7. Improvements

Have actions result in documented improvements in student learning or academic/ student services?

Yes _____

No _____

Assessment Measures Inventory

Purpose:

To identify benchmarked outcome measures and the benchmarking level (internal, state, national, etc.).

Instructions:

Enter the appropriate response for each question. Place an X in the box that corresponds to the level/type of benchmarking data that is available for each measure. The table can be appended as needed by adding or deleting rows.

Assessment Measures for Goals (Outcome measures from assessment report)	Is trend data available for the measure? (Yes or No)	Has a performance benchmark(s) been identified for the measure? (Yes or No)	Type of performance benchmark (check all that apply)		
			SSC (Internal)	State-level (OACC, OBR, etc)	National (Professional Org., accrediting group, etc.)
Goal 1, ACT SOS	Yes	Yes			X
Goal 1, Student Photographic Assessment	No	NA	X		
Goal 1, Support Services Effectiveness Survey	Yes	No	X		
Goal 1, Work Order Requests	Yes	No	X		
Goal 1, National Association Standards	No	No			X
Goal 2, Fire, Elevator, Boiler, OSHA test	Yes	No			X
Goal 2, OSHA Safety Classes	No	No			X
Goal 3, Checklist – ADA compliance (Civil Rights Audit)	No	No	X		
Goal 3, Student Feedback	No	No	X		
Goal 3, Faculty/Staff Feedback	No	NA	X		

Student Service Goals

Goal 1: To provide high quality environmental services for the campus community

Goal 2: To meet applicable OSHA workplace safety requirements

Goal 3: To ensure handicapped accessibility throughout the College

Summary Narrative

The mission of the Physical Plant Department is to provide and maintain a safe, clean, comfortable physical environment and to provide quality services that are proactive and responsive to Stark State's mission and to support our students, staff and visitors. The department is overseen by the Director of Physical Plant and Construction and consists of:

- **Maintenance/Day Custodial** (1 Maint supervisor, 6 FT maintenance staff, 1 FT Custodian, 5 PT Custodians): Maintains electrical, mechanical, HVAC, interior environment, building automation control and day shift custodial services
- **Midnight Custodial** (1 Custodial Supervisor, 1 Assistant Supervisor, 14 FT custodians, 10 PT custodians, 3 subs): Provides cleaning services for our main facility and select satellite centers, recycling (paper and plastics), equipment and furniture moves, and set-ups for campus events
- **Grounds** (1 Grounds supervisor, 3 FT grounds crew, 3 student workers) who perform the following:
 - **Exterior Maintenance:** Painting sheds, poles and posts, maintaining and updating exterior signage, way finding, lighting as needed and cleaning roof-tops
 - **Landscaping:** Total installation of landscapes for new buildings, updating older landscapes as needed, installing and maintaining retaining walls and paver patios, yearly flower planting and upkeep, edging, mulching, pruning and landscaping of all beds, installing rain gardens as needed, lawn installs and reseeding, fertilization and aeration along with total weed control and mowing
 - **Transportation:** Vehicle and small equipment cleaning, detailing, repairs and maintenance, and total snow removal
- **Mail and Safety Services** (1 Mailroom supervisor, 1 mailroom clerk, 2 student workers) who are responsible for:
 - **Shipping and Receiving:** Monitors, sorts and disperses all incoming and outgoing deliveries to the college as well as interoffice deliveries and preparing packages for pick-up, distributes reprographic materials to departments as they are completed, and transports paper from storage to the main campus for distribution throughout the college as requested
 - **Doors, Locks and Lockers:** Maintains/repairs doors and locks, provides keys for Security, and monitors and manages locker distribution
 - **Fire Panels, Alarms and Safety:** Maintains and repairs fire/security alarms, monitors fire alarm systems during everyday operations and during construction/renovation work, schedules annual safety checks with state officials, installs and maintains fire extinguishers, attends Safety Council meetings, keeps updated with Security for safety issues, and organizes and maintains material safety data sheets
- **Construction Services** (Project Coordinator): Oversees new construction and renovation projects from inception to completion, coordinates interior signage and furniture installations as well as faculty/staff move-ins at the conclusion of projects, modernizes existing spaces as needed with new carpet, paint,

finishes, etc., revises interior signage and way-finding as necessary, and manages room changes including collaborating with various construction trades to accommodate requests.

The Physical Plant Department strives to make the College campus and grounds aesthetically pleasing, as well as comfortable, for our students, faculty and staff. To that end, different methods of gauging our success were administered and reviewed.

- The ACT Student Opinion Survey was completed in the fall of 2011 showing that students are pleased with the facilities and grounds. Although there were many comments regarding the parking situation (lack of spaces, having to cross busy streets to get to the campus), Richard Rosenberger, Project Coordinator, stated the number of parking spaces was adequate for the student body/faculty/staff as evidenced by the graph.

PARKING SPACES						
Stark State College- Main Campus						
Parking Lot	Student Spaces	Employee Spaces	Disabled Spaces	Motorcycle Spaces	Visitor/Client Spaces	Diebold Spaces
100						
107	139					
200	910		30	12		
201	84	1				
202		5	8		37	
203	0	57	5			
204	176	16	6			
205			7			151
206		89	12	10	13	
207	58	75	1			
208	15	41	7			
209		215				
210	17		24		12	
211	661	9	4	12		
212	71					
TOTALS	2131	508	104	34	62	151

Updated: 3/15/13

<p>Minimum Required Handicap Spots per Code SSC Total parking = over 1,001 spaces SSC must have 20+1 per 100 spaces over 1,000 SSC Required Disabled Spaces= 40 Number of Current SSC Disabled Spaces = 104</p>
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The Bridge was also built so that students have safe access to the campus when parking in the Mega Lot. The college is planning to implement the Noel-Levitz Student Satisfaction Inventory in Fall 2014, providing updated student satisfaction data for Grounds/Maintenance.

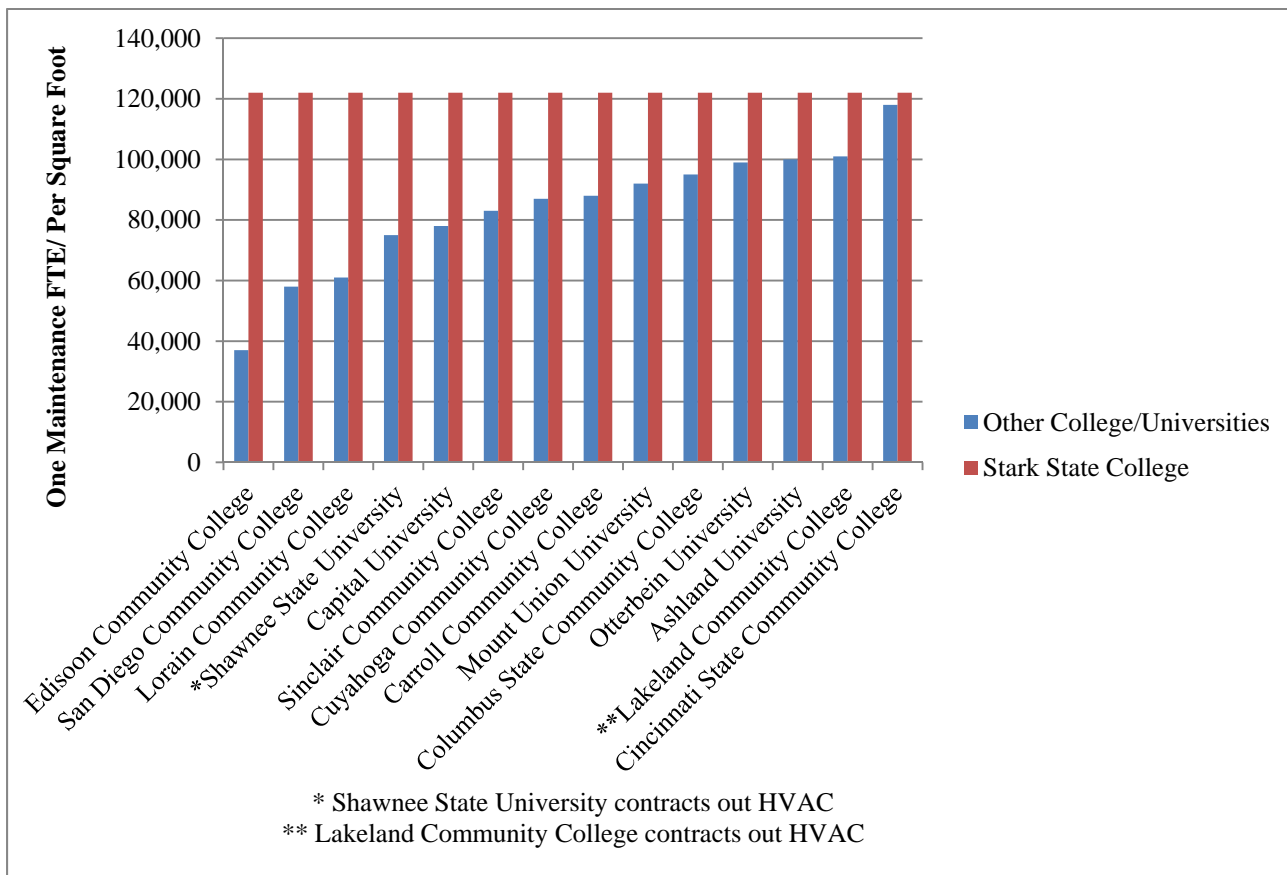
- The Student Photographic Assessment allowed the department to “see” the campus from the student’s perspective and we found our students to be attentive and appreciative of the grounds and buildings. The photographs reiterated some of the items on the ACT SOS, parking issues and cafeteria space and flow, but overall, students were very complementary when speaking of the college. The maintenance, custodial and grounds staff take pride in their jobs and it shows throughout the College.
- Employees and staff were asked to participate in the Support Services Effectiveness Survey, with an average of 27% responding. Physical Plant was shown to be doing very well in our goal to maintain the campus grounds and buildings and providing high-quality customer service, with an average score of 3.7 for all eight (8) categories.
- The Physical Plant department has completed almost 10,000 work orders since 2012. Work order service rating requests are sent out randomly as work orders are closed in the system. While the number

of service rating requests emailed was not tracked, the 66 responses received were very positive. For the next assessment period, the number of emailed service rating requests will be tracked in comparison to the responses received.

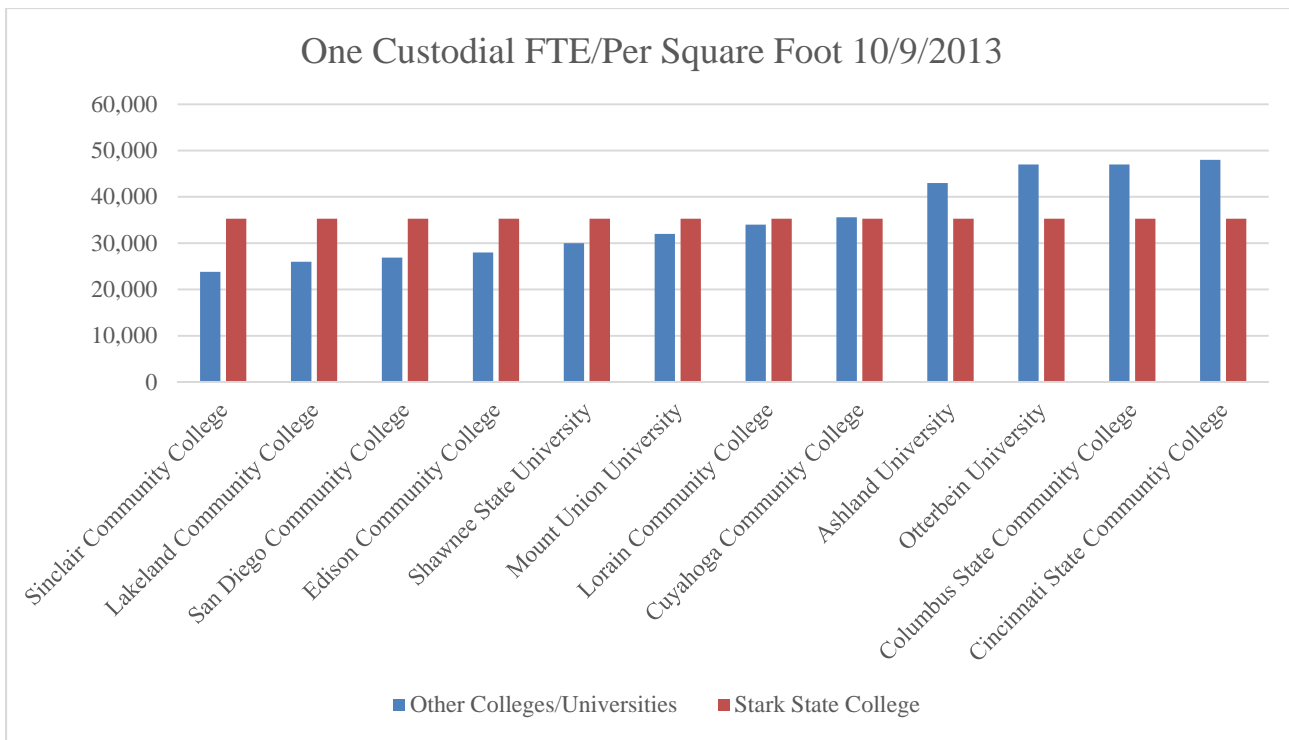
Any concerns shown through the various surveys are in the process of being addressed. Items that would require major renovations or construction are brought to the attention of Administration for their consideration.

The Physical Plant department performed a staffing survey using APPA’s “Operational Guidelines for Educational Facilities: Maintenance and Custodial” staffing guidelines. Findings showed that we were understaffed in Maintenance and Custodial at the time of the survey. Since then, staffing has continued to decline. Although we have hired one full-time maintenance electrician recently, the Maintenance staff has decreased by one full-time Project Coordinator and one part-time maintenance technician neither of whom were replaced. Custodial has also decreased by three full-time staff members from the previous level.

The College has also expanded with the acquisition of the Downtown Canton Satellite Center and the construction of the Well Site Training Center and the Alliance satellite center, adding a total of 79,000 square feet. Our maintenance staff will be responsible for maintaining these buildings as well. In comparison to other 2-year colleges, we have fewer employees per square footage, as shown by the graph on the next page.



One Custodial FTE/Per Square Foot 10/9/2013



Our office staff is also smaller than other area colleges. We only have one person in the office while other colleges have a minimum of one administrative assistant/office coordinator and a work order clerk.

Our concern is that as square footage is added, quality of cleaning and maintenance will be compromised, resulting in staff morale declining when they can't keep up with the workload.

In order to comply with NFPA and State regulations, the Physical Plant department adheres to the inspection schedules for all our elevators, boilers, and fire prevention measures (extinguishers, alarms, pull stations, suppression systems, sprinklers, etc.). Certificates and inspection records are kept on file in the department. The department is meeting OSHA workplace safety requirements by keeping up to date with mandated certifications and inspections. We meet the deadlines required by State and local agencies. The challenge in providing information stems from the inconsistent recordkeeping during the time Physical Plant was without an Administrative Assistant/Office Coordinator. Efforts to sort through and organize past records are ongoing, while also maintaining current records in an organized fashion.

We have also instituted safety training for all department employees by having a monthly safety meeting with an educational component that complies with OSHA's standards for training. We use the 7-Minute Safety Trainer program which consists of a hand-out to read and a 10-question test to complete. Main topics include:

- Confined Spaces
- Electrical Safety
- Fire Safety and Emergency Response
- Material Handling Safety
- Personal Protective Equipment
- Safety Awareness
- Safety and Security Measures
- Workplace Hazards

While safety training can reduce workplace accidents and make employees more productive and efficient, it also improves morale when employees see evidence that their employer cares about their well-being. It also saves employers money by reducing:

- Workers' compensation claims and premiums
- Time lost from work due to accidents and injuries
- Repairs to equipment damaged by accidents
- Hazardous spills and other emergency clean-up and response costs

Handicap accessibility throughout the College is a very high priority. Although there are some concerns mentioned during the student focus group and faculty/staff survey, overall satisfaction with the ease of accessibility is the general theme. When reviewing the comments from students and faculty/staff, it was found that one person's negative comment was another person's positive comment; e.g. not enough handicap parking/plenty of handicap parking, not enough elevators/plenty of elevators, M Building not accessible/M Building very accessible. Perspective is very relevant when conducting these types of surveys. During the Civil Rights compliance review, several mobility-impaired students stated they could access all areas of the college as well as students who were mobile. No violations were cited during this survey.

The College Administration, in conjunction with Physical Plant, is very diligent in ensuring all civil rights regulations are met during renovation and new construction.

In summary, the Physical Plant department strives to ensure the College is maintained to the highest degree possible with the number of employees available. The department must operate efficiently and support the College operation, while providing quality customer service to students, faculty and staff. The feedback from students and faculty/staff is positive for the most part and affirms that we are very proactive in our duties.

Assessment Results Report

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic/ student service or learning goals of the department/ unit on an annual basis. As a historical record of assessment activities, the report provides for and supports the systematic assessment of academic support outcomes.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed. Mark the term of assessment with an X (for example, if a survey is conducted in the fall term, mark fall for that measure). Provide a brief summary of key findings, either as bulleted points or in short paragraph form. Provide a brief summary on the review committee/ process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review). Provide a brief summary of any proposed actions for the next term/ academic year. Please note that not all findings result in actions. Provide a brief summary of any improvements from the previous year (this does not apply to new measures the first year). Finally, Goals and/ or Outcome Measures can be added (or deleted) as needed by copying and pasting.

Goal 1: To provide high quality environmental services for the campus community

Outcome Measure 1: ACT SOS

Terms of Assessment: Summer _____ Fall X 2011 Spring _____ Annual _____

Findings: Satisfaction with facilities and condition of the grounds met or exceeded survey norms. Student concerns ranged from parking issues, classrooms too cold to cafeteria and bookstore too small.

Review Committee/ Process: Data was reviewed by the Director of Institutional Research and Planning comparing results to National public colleges to compile SSC's mean score.

Proposed actions for next term/academic year: The Physical Plant Department is in the process of getting 100% of our buildings on the Building Automation System which will help us regulate temperatures and identify equipment failures faster. Any concerns that would require major structural changes are brought to the attention of Administration to be studied for financial and space feasibility. We will continue to maintain SSC through preventive maintenance, custodial services, and maintenance of grounds.

Improvements: Will be evaluated in the next two-year assessment cycle

Outcome Measure 2: Student photographic assessment

Terms of Assessment: Summer _____ Fall X 2013 Spring _____ Annual _____

Findings: Approximately 68 students from two different classes participated in the Photographic Assessment. Positive and Negative comments include:

- Positive findings:
 - Upkeep of the grounds/landscaping
 - Accessibility from the Mega Lot to the campus buildings via the Bridge
 - Modern architecture of the campus buildings and sculptures
 - Abundance of quiet/study areas for the students
 - Diversity of students

- Plenty of handicap parking
- Hands-on training for students
- Ease of getting building to building via the 2nd floor
- Negative findings:
 - Inconvenient parking
 - Smoking on campus
 - Cafeteria – inadequate space and flow
 - Exterior of buildings dirty
 - Lack of landscaping on the Courtyard hill, in front of the faculty lot, and loop road south side of Dental Building
 - Unsafe walking conditions in parking lots (lack of sidewalks, visibility issues)
 - Lack of artwork in B122 Hallway and Science Wing
 - Student littering/lack of respect for college campus

Review Committee/ Process: Reviewed findings with Steve Spradling, Director of Physical Plant and Construction, Bill Cook, Maintenance Supervisor, and Mike Mastri, Grounds Supervisor.

Proposed actions for next term/academic year: A \$20,000 grant was received from HWH Community Sustainability to plant a sustainable garden on the Courtyard hill. Grounds and landscaping will continue to be maintained as it is currently, and improvements will be made as finances allow.

Improvements: To be evaluated in the next two-year assessment cycle

Outcome Measure 3: Support Services Effectiveness Survey

Terms of Assessment: Summer _____ Fall _____ Spring X 2014 Annual _____

Findings: Over 250 employees responded to the survey and results show the Physical Plant department consistently scored over 3.5 on the key areas, for an average grade of A-, making us the one of the highest rated departments in the College. Out of 20 comments, 14 were very positive; for example:

- Prompt
- Campus is beautiful inside and out
- Best I have ever seen
- Great department to work with, polite, friendly, does a great job
- Great service

Negative comments included:

- Some of the cleaning crew does not seem to be knowledgeable in their job tasks
- Issues with regulating heating and cooling
- Flooded sidewalk (between B & E Buildings)
- Physical Plant not maintaining instructor's equipment
- No option to report minor issues via telephone instead of the online work order request

Review Committee/ Process: Findings were reviewed with Steve Spradling, Director of Physical Plant and Construction, Bill Cook, Maintenance Supervisor, Val Mayle, Custodial Supervisor, and Mike Mastri, Grounds Supervisor.

Proposed actions for next term/academic year: The Physical Plant department will continue to maintain SSC through preventive maintenance, custodial services, and maintenance of grounds. A PowerPoint

presentation will be shown at the next department meetings and additional training will be provided as needed. Training procedures will also be reviewed with staff at scheduled meetings.

Cement repairs are planned for Spring and Summer as weather permits.

When there are heating and cooling issues, they must be addressed via a work order. Once the work order is received, we respond to the area in a timely matter to resolve the issue.

Work orders are the preferred method of communication for any issues, but staff have also called Physical Plant department directly. Once their request is acknowledged, they are asked to enter a work order at their earliest convenience.

Improvements: Will be evaluated in the next two-year assessment cycle

Outcome Measure 4: Work Order Requests

Terms of Assessment: Summer X Fall X Spring X Annual _____

Findings: Random service rating requests are sent once a work order is complete. Out of the 66 requests sent in the last two years, 65 were rated very satisfied/satisfied. The service rating for work order #19419 dated 12/14/2012 (too cold in offices) stated the problem was not resolved. Another service rating suggested that actions taken to resolve the problem should be included on the closed work order.

Review Committee/ Process: Service ratings are reviewed by the Office Coordinator. If any suggestions or complaints are made, they are reviewed with Steve Spradling, Director of Physical Plant and Construction, and Bill Cook, Maintenance Supervisor.

Proposed actions for next term/academic year: Service rating requests will continue to be sent out on a random basis to monitor customer satisfaction with the Physical Plant department.

Improvements: Corrective actions taken by the Physical Plant department staff are now typed on the closed work order so the requester can see what was done.

Outcome Measure 5: National Association standards

Terms of Assessment: Summer _____ Fall X 2012 Spring _____ Annual _____

Findings: APPA Maintenance Staffing Guidelines revealed that the Physical Plant Maintenance staff is 5.56 FTE's below national standards for Level 2, Comprehensive Stewardship. APPA Standards for Custodial Staffing revealed that the Physical Plant Custodial staff is 18.94 FTE's below national standards for Level 2, Ordinary Tidiness.

Review Committee/ Process: The final study was reviewed by Steve Spradling, Director of Physical Plant and Construction, Bill Cook, Maintenance Supervisor, and Valerie Mayle, Custodial Supervisor.

Proposed actions for next term/academic year: Hiring one full-time Maintenance Technician was requested for FY2013 and hiring one full-time HVAC Technician was requested for FY2014 as budget allows.

Improvements: A full-time Maintenance Electrician was hired in March 2014.

Goal 2: To meet applicable code requirements; provide OSHA safety training

Outcome Measure 1: Fire, Elevator, Boiler, OSHA training

Terms of Assessment: Summer X Fall X Spring X Annual X

Findings: Processes are in place to meet NFPA, state and OSHA standards as listed:

FIRE:

- Fire extinguishers are checked semi-annually by Pitts Fire Extinguisher, Inc.
- Fire alarms, pull stations, smoke detectors, fire pump and main panels are tested semi-annually by Simplex-Grinnell; fire pump is also checked weekly by a maintenance technician.
- Fire suppression systems (sprinklers) are inspected annually by S.A. Comunale

ELEVATORS:

- Elevators are tested semi-annually by the State of Ohio Division of Industrial Compliance and monthly checks are performed by a maintenance technician.

BOILERS:

- Boilers are inspected annually by the State of Ohio Division of Industrial Compliance.

OSHA TRAINING:

- OSHA Safety tests are distributed to all Physical Plant employees (maintenance, custodial, grounds, mail room) during a monthly safety meeting. Employees score highly on the tests, with very few incorrect answers.

Review Committee/ Process:

- Any deficiencies found by the fire system, elevator and boiler inspections/tests are reviewed by Steve Spradling, Bill Cook, and Kevin Proffitt. Corrections are made as required to meet the various NFPA and State of Ohio codes.
- The answers to the OSHA safety tests are reviewed and discussed during the monthly meeting. All tests are scanned and saved in folders for each individual employee as evidence of training.

Proposed actions for next term/academic year: Will continue to comply with State and NFPA codes; will continue monthly safety meetings to complete the OSHA safety training tests; will monitor any workplace accidents; will work to improve the recordkeeping system for the department

Improvements: Will be evaluated in the next two-year assessment cycle

Outcome Measure 2: OSHA safety certification classes

Terms of Assessment: Summer _____ Fall ____ Spring _____ Annual X

Findings: All employees are required to complete a 10-hour OSHA certification class. Supervisors are required to complete a 30-hour class.

Review Committee/ Process: Employees are issued a certification upon completion of the classes. One delegate from the Physical Plant department also attends a monthly Safety Council meeting.

Proposed actions for next term/academic year: Will continue to attend the Safety Council meeting; will also ensure any new employees attend the OSHA certification classes.

Improvements: Will be evaluated in the next two-year assessment cycle

Goal 3: To ensure handicapped accessibility throughout the College

Outcome Measure 1: Checklist – ADA compliance (Civil Rights Audit)

Terms of Assessment: Summer _____ Fall _____ Spring X 2013 Annual _____

Findings: The Ohio Department of Education conducted a civil rights compliance review at Stark State on April 16-18, 2013. After touring the main campus and satellite facilities, it was found that accessibility is a high priority at the College and extensive efforts are made to comply with accessibility standards.

Review Committee/ Process: Steve Spradling, Director of Physical Plant and Construction, and Richard Rosenberger, Project Coordinator, toured the campus along with the Ohio Department of Education. Meetings were held with staff, Administration, faculty, students and Satellite employees throughout the tour. The end results were shared at the Exit Interview.

Proposed actions for next term/academic year: Continue efforts to expand, improve and address accessibility standards throughout the facility and incorporate standards into any remodeling/construction projects.

Improvements: Will be evaluated in the next two-year assessment cycle

Outcome Measure 2: Student Feedback

Terms of Assessment: Summer _____ Fall X 2013 Spring _____ Annual _____

Findings: Although generally satisfied with the accessibility of the campus, the Focus Group, consisting of 6 students, indicated the following:

- Negative Comments:
 - Lack of scooters in buildings outside of the main campus
 - Scooter storage area is too congested; hard to navigate
 - Classroom doors opening into hallways makes it difficult for scooters to navigate
 - Elevator in H Building is difficult for scooters to navigate
 - Have to navigate 4 different doors when going outside to another building
 - Restrooms get congested, no room for scooters
 - Not enough handicap parking spaces
 - Students did not know evacuation plans
- Positive Comments:
 - Main Campus Buildings are connected
 - Student Services main entrance is accessible
 - Number of handicap parking spaces
 - Scooter available for student usage
 - Have sufficient number of automatic doors

Review Committee/ Process: The Focus Group consisted of 6 students and was moderated by the former Project Coordinator, Lacey Widder. The questionnaire was distributed for completion and both positive and negative comments were discussed during the meeting.

Proposed actions for next term/academic year: Continue efforts to expand, improve and address accessibility standards throughout the facility and incorporate standards into any remodeling/construction projects

Improvements: Will be evaluated in the next two-year assessment cycle

Outcome Measure 3: Faculty/Staff Feedback

Terms of Assessment: Summer _____ Fall X 2013 Spring _____ Annual _____

Findings: Overall response to the survey was positive, with 93.4% of the staff satisfied with the accessibility of the campus. Staff accessibility concerns most mentioned include:

- 3rd floor of the S Building
- E Building ramp too steep
- Need automatic doors from S Building to G Building; would like automatic doors at all entrances/exits
- M Building restrooms do not have automatic doors; all restrooms should have automatic doors
- Cafeteria
- Bookstore
- Not enough handicap parking spaces
- Need to have more restrooms
- Elevators need to be upgraded in S and B buildings; would like additional elevators in B, G and S
- Ramps are needed from the parking lot on Mega, sidewalk area around J & K Buildings, E Entrance, B Entrance, back parking lot by stairs

Most accessible areas include:

- S, M, B, C, J, K, E, Buildings
- B Building bathrooms
- Bookstore
- Cafeteria
- Classrooms
- Visitor's parking lot
- Ample handicap parking spaces

Review Committee/ Process: The final survey summary was reviewed by Steve Spradling, Director of Physical Plant and Construction, Bill Cook, Maintenance Supervisor, and Richard Rosenberger, Construction Coordinator.

Proposed actions for next term/academic year: Some of the concerns are major construction items and will need to be reviewed with Administration to determine the cost and feasibility.

Improvements: Will be evaluated in the next two-year assessment cycle

Assessment Report Review Rubric

Purpose:

A rubric is a guide that differentiates between levels of development in outcomes assessment. The rubric is designed to clearly show departments/ units how the assessment report will be evaluated and where further action may be needed.

Directions:

Mark the response to each item. If any item is not completed in its entirety the appropriate response is No. An Assessment Report review committee will use the same rubric to evaluate your assessment report.

Are the goals for the department/ service area measureable?

Yes No

Comments:

Is a mix of quantitative and qualitative measures used to assess outcomes for each goal?

Yes No

Comments:

Was research conducted and findings determined for each goal?

Yes No

Comments:

Is there a review process in place for the department/ service area?

Yes No

Comments:

Are action steps outlined where applicable?

Yes No

Comments:

Was the self-assessment and action plan completed?

Yes No

Comments:

Was the assessment measures inventory completed?

Yes No

Comments:

Key Assessment Terms

Competencies/Goals are clear, meaningful statements of purpose or aspirations for the academic program or support service. Programs and services typically have several goals.

Outcome Measures are direct or indirect measures of student learning or of support services. Direct measures provide evidence of actual learning, e.g. paper, exam, artistic performance. Indirect measures provide evidence about characteristics associated with learning, e.g., student perception surveys, focus group interviews, alumni surveys. See below for detailed examples.

Research is the systematic collection and evaluation of outcomes data.

Findings are the results of research.

Review Process is the method(s) by which findings are discussed and reviewed by faculty, staff, and administrators.

Proposed Actions are the result of the review process and are based on findings.

Improvements are positive changes in student learning or support services as noted through the assessment process. It takes at least two iterations of the research and review process to document systematic improvement.

Examples of *Direct Measures of Student Learning/Services*

- **Scores and pass rates on standardized tests** (licensure/certification as well as other published tests determining key student learning outcomes)
- **Writing samples**
- **Score gains** indicating the “value added” to the students’ learning experiences by comparing entry and exit tests (either published or locally developed) as well as writing samples
- **Locally designed quizzes, tests, and inventories**
- **Portfolio artifacts** (these artifacts could be designed for introductory, working, or professional portfolios)
- **Capstone projects** (these could include research papers, presentations, theses, dissertations, oral defenses, exhibitions, or performances)
- **Case studies**
- **Team/group projects and presentations**
- **Oral examination**
- **Internships, clinical experiences, practica, student teaching, or other professional/content-related experiences** engaging students in hands-on experiences in their respective fields of study (accompanied by ratings or evaluation forms from field/clinical supervisors)
- **Service-learning projects or experiences**
- **Authentic and performance-based projects or experiences** engaging students in opportunities to apply their knowledge to the larger community (accompanied by ratings, scoring rubrics or performance checklists from project/experience coordinator or supervisor)
- **Graduates’ skills in the workplace rated by employers**
- **Online course asynchronous discussions** analyzed by class instructors

Whenever appropriate, scoring keys help identify the knowledge, skills, and/or dispositions assessed by means of the particular assessment instrument, thus documenting student learning directly.

Examples of Indirect Measures of Student Learning/Services

- **Course grades** provide information about student learning *indirectly* because of a series of reasons, such as: a) due to the focus on student performance or achievement at the level of an individual class, such grades do not represent an indication of learning over a longer course of time than the duration of that particular class or across different courses within a program; b) grading systems vary from class to class; and c) grading systems in one class may be used inconsistently from student to student
- **Grades assigned to student work in one particular course** also provide information about student learning *indirectly* because of the reasons mentioned above. Moreover, graded student work in isolation, without an accompanying scoring rubric, does not lead to relevant meaning related to overall student performance or achievement in one class or a program
- **Comparison between admission and graduation rates**
- **Number or rate of graduating students pursuing their education at the next level**
- **Reputation of graduate or post-graduate programs accepting graduating students**
- **Employment or placement rates of graduating students into appropriate career positions**
- **Course evaluation items related to the overall course or curriculum quality**, rather than instructor effectiveness
- **Number or rate of students involved in faculty research, collaborative publications and/or presentations, service learning, or extension of learning in the larger community**
- **Surveys, questionnaires, open-ended self-reports, focus-group or individual interviews** dealing with *current students'* perception of their own learning
- **Surveys, questionnaires, focus-group or individual interviews** dealing with *alumni's* perception of their own learning or of their current career satisfaction (which relies on their effectiveness in the workplace, influenced by the knowledge, skills, and/or dispositions developed in school)
- **Surveys, questionnaires, focus-group or individual interviews** dealing with the *faculty and staff members'* perception of student learning as supported by the programs and services provided to students
- **Quantitative data**, such as enrollment numbers
- **Honors, awards, scholarships, and other forms of public recognition earned by students and alumni**

[Adapted from Maki, P.L. (2004). *Assessing for learning: building a sustainable commitment across the institution*. Sterling, VA: AAHE; and Suskie, L. (2004). *Assessing student learning: A common sense guide*. San Francisco, CA: Anker Publishing Company, Inc.]