Co-Curricular Annual Assessment Planning

Office of Institutional Effectiveness and Planning

Chris Lee, PhD

June 2, 2022

In the chat, please write your:

- Name
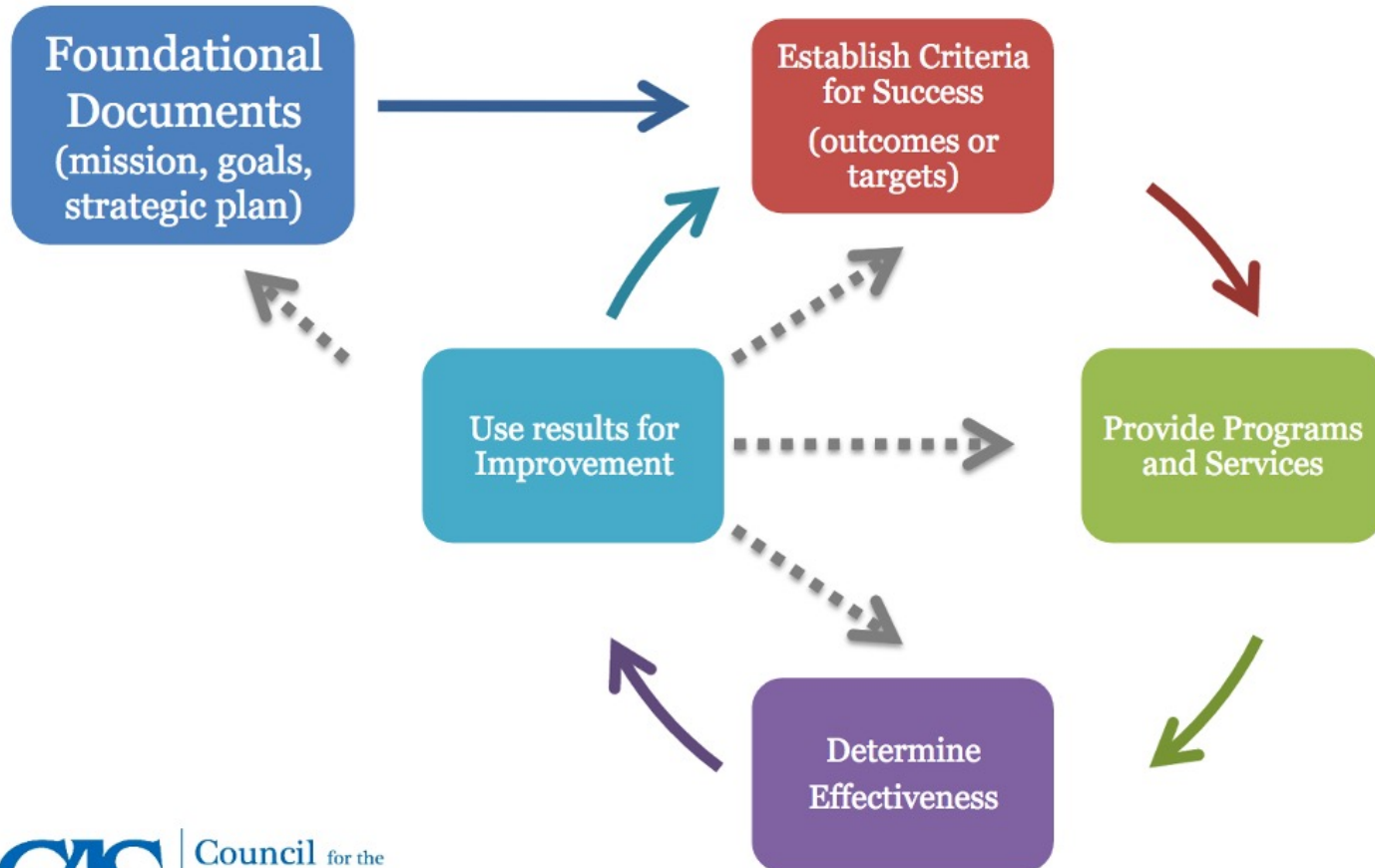- Role
- And one thing you hope to gain from this workshop

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- Components of the Annual Assessment Plan
  - Mission
  - Goals and SMART Outcomes
  - Measures
  - Findings/Improvement Plans
- Documents
  - Revised template
  - Rubric
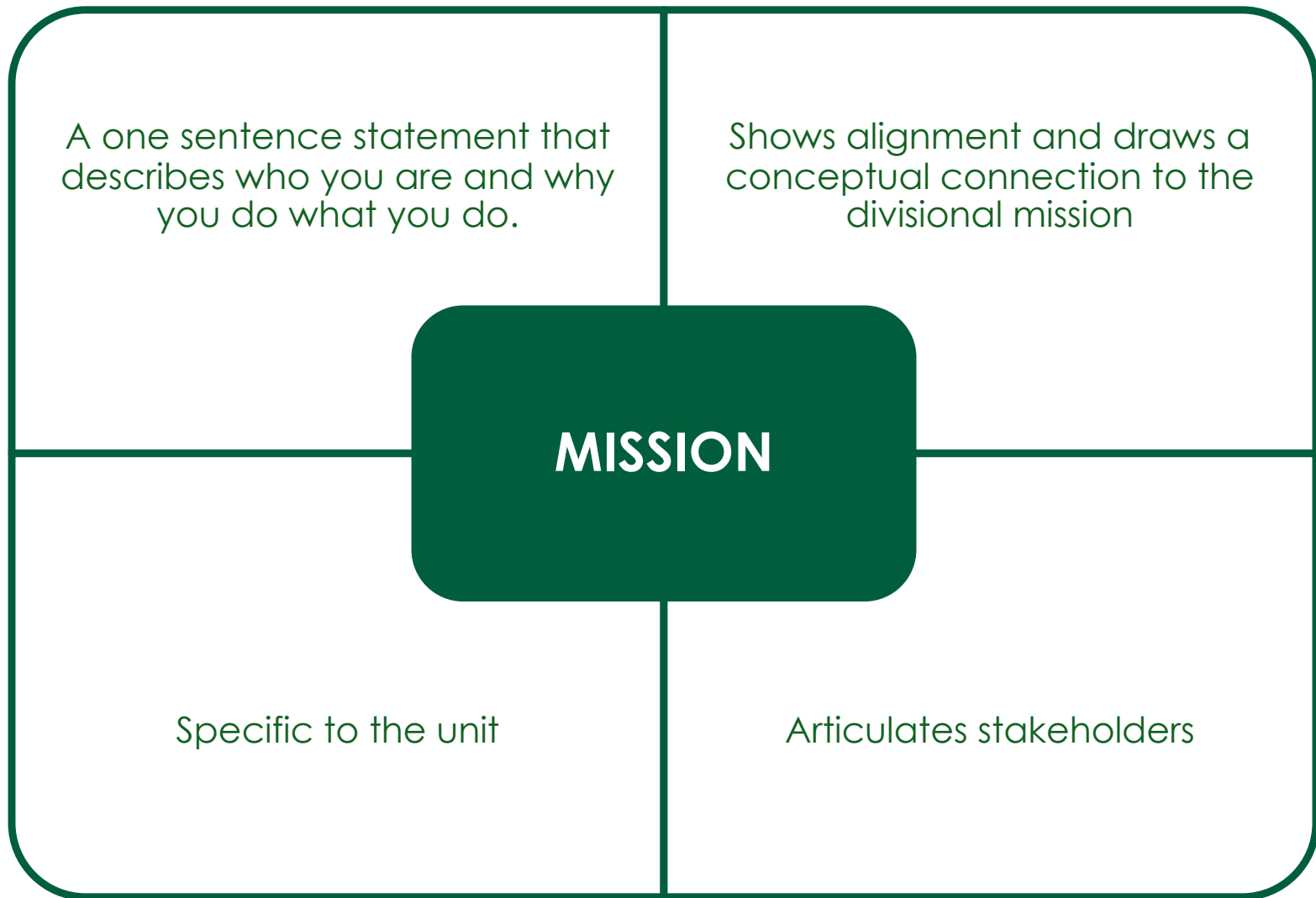- Discuss and Share Ideas
- Timeline and How to Submit

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Mission

Strategic Plan

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A one sentence statement that describes who you are and why you do what you do.

Shows alignment and draws a conceptual connection to the divisional mission

MISSION

Specific to the unit

Articulates stakeholders

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Mason: A public, comprehensive, research university established by the Commonwealth of Virginia in the National Capital Region, we are an innovative and inclusive academic community committed to creating a more just, free, and prosperous world

UL: University Life cares for the whole student by promoting inclusive well-being and fostering lifelong learning to prepare ethical leaders for the world.

Unit: The mission of [*the name of your unit*] is to [*the primary purpose(s)*] by providing [*the primary functions or activities*] to [*the stakeholders*].

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Inclusive Thriving Communities	Cultivate a thriving community where students engage across difference and make meaningful connections through shared humanity.
Engage All Students	Engage all students by providing transformative learning experiences and diverse leadership development opportunities.
Holistic Student Support Services	Reimagine and implement comprehensive service delivery models for students to support their well-being, safety, and success.
Organizational Excellence	Optimize our organizational health and position ourselves as change leaders by prioritizing resources with a specific focus on continuing digital transformation to support the success of 21st century learners.

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Student Learning Outcomes should be aligned to divisional and unit student learning goals. The <u>Student Life Learning document</u> outlines the six domains of student learning:

- Practical Competence
- Global and Multicultural Inclusion
- Interpersonal Competence
- Social Responsibility
- Well-Being
- Identity Development

[Unit name/students] will [do what] by [how it will happen].

• A broad statement of what will be accomplished, and serves a framework for identifying outcomes.

• Unit goals are broad statements of what the unit intends to accomplish through its mission, in alignment with the University Life Strategic Plan and Student Learning Goals.

• **3 goals** for each unit and each goal has 1-2 outcomes.

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By [time frame], a [measure] of the [target population] will do [action] as measured or evidenced by [assessment].

Outcomes are the directly measurable statements derived from the goals.

SMART Outcome

Specific: The outcome clearly identifies the target population

Measurable: The outcome has an identified measure and a way to measure success

Attainable: The outcome can be accomplished this year, given the resources available

Relevant: The outcome is aligned to the mission of the unit, division, and institution

Time-Bound: The outcome can be met by the end of this year, and a specific timeframe is identified

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Division Goal

Practical Competence: Focuses on cultivating adaptive skills, behaviors, attitudes, and habits that help students understand and grow in their academic and professional careers.

DLG 1C1 Identify and utilize campus and off-campus resources

Unit Goal

Students will understand and articulate their individual rights and responsibilities as a student.

SMART Outcome

By the end of the Spring 2023 semester, all students in the Student Development Program will demonstrate understanding of their rights and responsibilities as a student by a score of at least 90% correct on the SDP Inventory.

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Direct Measure	Indirect Measure
An indicator of changes in process, performance, knowledge and/or skills related to a goal/outcome.	A reflection of one's knowledge and skills.
Example: Observing student leader delegating to peers.	Example: Student leader's self-report of their delegation skills in a survey question.

- Well-aligned with the SMART outcome
- Success measure is determined based on baseline measures or current status

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Why use direct measures?

- Align student learning evidence with accreditation requirements
- Increased confidence that the students have achieved the intended outcomes
- Lessen survey fatigue around asking students their opinions

Types of direct measures:

- Rubrics (most commonly used)
- Tests and quizzes
- Essays/reflections
- Observations
- Performance evaluations

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Findings

-Articulates whether a target was met, partially met, or unmet

-Interprets and justifies findings with relevant supporting evidence

Improvement Plans

-Includes a comprehensive action plan to improve outcomes

-Determines next steps based on the findings (even if outcome has been met)

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GEORGE MASON UNIVERSITY

FY23 Annual Assessment Planning

In this planning template, identify three goals and the SMART outcomes used to measure success under each goal. Additionally, be prepared to discuss data collection activities related to measuring the SMART outcomes with OIEP. This is to ensure that OIEP will be able to provide any needed support or resources for data collection. Refer to the Rubric tab for detailed information on the components of the annual assessment planning template. Lastly, please discuss the annual assessment plan with the Associate Dean to confirm alignment to the divisional strategic plan before submission to OIEP.

|	
Unit Name:	
Unit Lead:	
Associate Dean:	
University Life Mission:	*University Life cares for the whole student by promoting inclusive well-being and fostering life-long learning to prepare ethical leaders for the world.*
Unit Mission:	

		Goal 1 (Required)	Goal 2 (Required)	Goal 3 (Required)
2022-2023 GOAL	Goal			
	Goal Type *Use drop down menu to select goal type*			
	UL Divisional Area of Alignment *Use drop down menu to select the UL strategic goal area or student learning domain*			
2022-2023 OUTCOME	SMART Outcome 1 (Required)			
	SMART Outcome 2 (Optional)			
	SMART Outcome 3 (Optional)			

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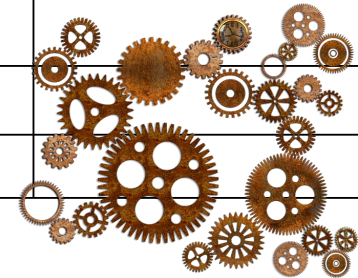
Annual Assessment Support

- June 15
    - Discuss with unit supervisor

- June 30
    - Submit annual assessment plan

- July 6-15
    - 30-Minute 1:1 Unit Consultations

- Enter annual assessment plan into new reporting platform in the fall

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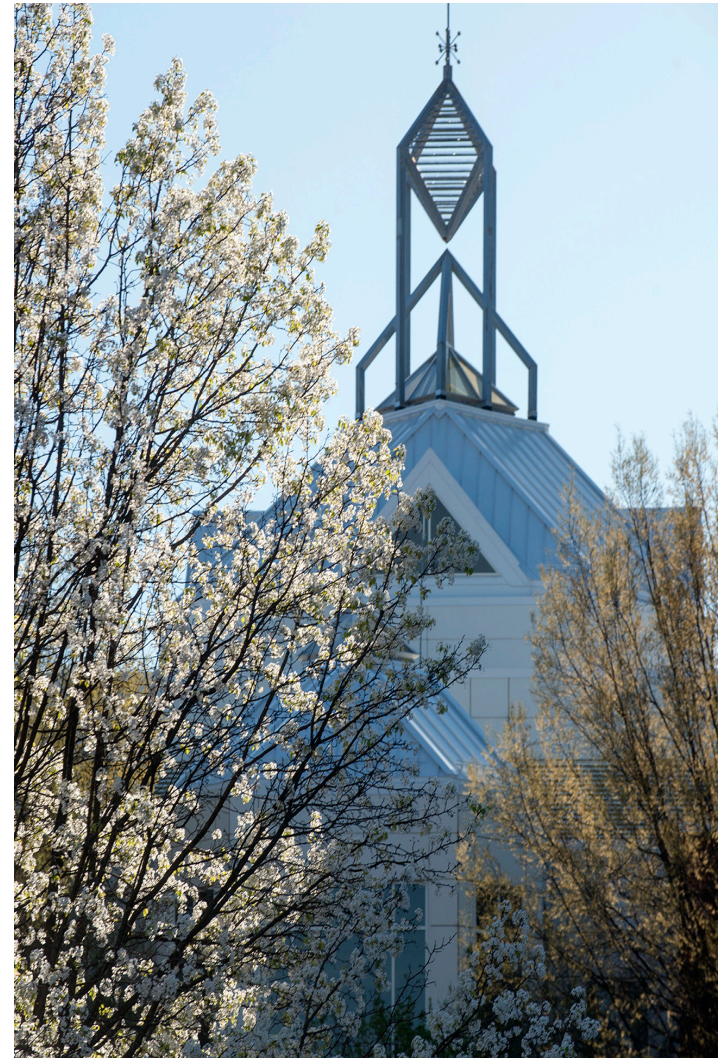
- Shefman, P.K. (2016) Using direct measures in the cocurriculum. 28 (6), Wiley Periodicals Inc. doi:10.1002/au