DELAWARE TECHNICAL COMMUNITY COLLEGE

EDUCATIONAL SUPPORT OUTCOMES ASSESSMENT: GUIDELINES, ACTION STEPS, TIMELINE, AND REPORTING PROCESS

Rev: 01/16/12

Overview
Educational Support Outcomes Assessment (ESOA) is a process for assessment of service delivery to students, faculty and staff for the purpose of improvement.

The Vice Presidents and Campus Directors, the Vice President for Academic Affairs, the Vice President for Institutional Effectiveness and College Relations, the Chief Legal Counsel and Vice President for Human Resources, the Vice President for Finance, and the Planning and Institutional Effectiveness Director are responsible for development, coordination and oversight of the Educational Support Outcomes Assessment component of the Institutional Effectiveness Structure, with consensus support from faculty and staff.

Guidelines
1. Each College/campus service unit has a mission statement that is linked to the College Expanded Mission Statement.
2. Each service unit ensures that services support students through the educational and administrative processes of the College and Campus.
3. Each service unit identifies intended outcomes for assessment of services.
4. Assessment strategies are diverse and appropriate for the particular outcome and service unit.
5. Assessment results are used for service improvement.
6. Each service unit completes approved ESOA forms as a record of intended outcomes, assessment, analysis and use of results for improvement.

Action Steps and Timeline

FY 2005

Campus Service Unit faculty and staff will:
1. Identify campus service units and services delivered by those units.
2. Revise campus service unit mission statements to link to the College Expanded Mission Statement.
3. Select campus service units to assess in FY05 with approval of the Campus Director.
4. Identify at least one intended outcome to measure for each service unit being assessed.
5. Set one or more criteria for success and acquire or develop the means of assessment.
6. Gather and analyze assessment data.
7. Use results for service improvement.
8. Record results on the approved ESOA forms.

The Collegewide Coordinator for Planning and Assessment and the Vice Presidents for Academic Affairs, Human Resources and College Relations and Finance will work with collegewide deans and directors to:

1. Share and discuss campus FY 05 ESOA plans and processes.
2. Select collegewide service units for assessment in FY06.
3. Plan implementation of collegewide ESOA processes.

FY 2006

College and Campus Service Unit faculty and staff will continue the process of ESOA including to:

1. Revise collegewide service unit mission statements to link to the College Expanded Mission Statement.
2. Select campus service units to assess in FY 06 with approval of the Campus Director.
3. For each collegewide and campus service unit designated for assessment in FY 06, identify at least one intended outcome to measure for each service unit. Campus units that began assessment in FY 05 should generally add a second outcome for assessment.
4. Set one or more criteria for success for each intended outcome and acquire or develop the means of assessment.
5. Gather and analyze data.
6. Use results for service improvement.
7. Record results on approved ESOA forms.

The Collegewide Coordinator for Planning and Assessment and the Vice Presidents for Academic Affairs, Human Resources and College Relations and Finance will:

1. Work with collegewide deans and directors to coordinate and facilitate the development of at least one collegewide intended outcome to measure for each collegewide service unit, set one or more criteria for success, develop or acquire the means of assessment, collect and analyze data, use results for improvement and record results on approved ESOA forms.

FY 2007

College and Campus Service Unit faculty and staff will continue the process of ESOA including to:

1. Select campus service units to assess in FY 07 with approval of the Campus Director.
2. For each collegewide and campus service unit designated for assessment in FY 07, identify at least three intended outcomes to measure.
3. Set one or more criteria for success for each intended outcome and acquire or develop the means of assessment.
4. Gather and analyze data.
5. Use results for service improvement.
6. Record results on approved ESOA forms.
The Collegewide Coordinator for Planning and Assessment and the Vice Presidents for Academic Affairs, Human Resources and College Relations and Finance will:

1. Work with collegewide deans and directors to coordinate and facilitate the development of at least one collegewide intended outcome to measure for each collegewide service unit, set one or more criteria for success, develop or acquire the means of assessment, collect and analyze data, use results for improvement and record results on approved ESOA forms.

**FY 2008**

College and Campus Service Unit faculty and staff will continue the process of ESOA including to:

1. Select campus service units to assess in FY 08 with approval of the Campus Director.
2. For each collegewide and campus service unit designated for assessment in FY 08, identify at least three intended outcomes to measure.
3. Set one or more criteria for success for each intended outcome and acquire or develop the means of assessment.
4. Gather and analyze data.
5. Use results for service improvement.
6. Record results on approved ESOA forms.

The Collegewide Coordinator for Planning and Assessment and the Vice Presidents for Academic Affairs, Human Resources and College Relations and Finance will:

1. Work with collegewide deans and directors to coordinate and facilitate the development of at least one collegewide intended outcome to measure for each collegewide service unit, set one or more criteria for success, develop or acquire the means of assessment, collect and analyze data, use results for improvement and record results on approved ESOA forms.
2. Work with collegewide deans and directors as needed to examine ESOA units' long lists of intended outcomes to ensure sufficient diversity of assessment among academic and educational support units.
   a. Those ESOA units with long lists of intended outcomes that are not distinctly different may be consolidated into a single unit.
   b. Conversely, in cases where a long list of intended outcomes for a single unit is so extensive as to effectively prohibit the timely assessment of all the outcomes, a single ESOA unit may be divided into two or more separate units.

The Director of E-Learning will:

1. Collaborate with the Deans of Instruction and the E-Learning Steering Committee to finalize the E-Learning Assessment Model.
2. Develop a long list of measureable educational support E-Learning intended outcomes.
3. Identify at least three educational support E-Learning intended outcomes to measure, set one or more criteria for success for each outcome and develop or acquire the means of assessment.
4. Gather and analyze data.
5. Use results for service improvement.
6. Record results on the appropriate ESOA forms.

FY 2009

College and Campus Service Unit faculty and staff will continue the process of ESOA including to:
1. Select campus service units to assess with approval of the Campus Director.
2. For each collegewide and campus service unit designated for assessment, identify at least three intended outcomes to measure.
3. Set one or more criteria for success for each intended outcome and acquire or develop the means of assessment.
4. Gather and analyze data.
5. Use results for service improvement.
6. Record results on approved ESOA forms.

The Collegewide Coordinator for Planning and Assessment and the Vice Presidents for Academic Affairs, Human Resources and College Relations, and Finance will:
1. Work with collegewide deans and directors to coordinate and facilitate the development of at least one collegewide intended outcome to measure for each collegewide service unit, set one or more criteria for success, develop or acquire the means of assessment, collect and analyze data, use results for improvement and record results on approved ESOA forms.
2. Work with collegewide deans and directors as needed to examine ESOA units' long lists of intended outcomes to ensure sufficient diversity of assessment among academic and educational support units.
   a. Those ESOA units with long lists of intended outcomes that are not distinctly different may be consolidated into a single unit.
   b. Conversely, in cases where a long list of intended outcomes for a single unit is so extensive as to effectively prohibit the timely assessment of all the outcomes, a single ESOA unit may be divided into two or more separate units.

FY 2010

College and Campus Service Unit faculty and staff will continue the process of ESOA including to:
1. Select campus service units to assess with approval of the Campus Director.
2. For each collegewide and campus service unit designated for assessment, identify at least three intended outcomes to measure.
3. Set one or more criteria for success for each intended outcome and acquire or develop the means of assessment.
4. Gather and analyze data.
5. Use results for service improvement.
6. Record results on approved ESOA forms.

The Collegewide Coordinator for Planning and Assessment and the Vice Presidents for Academic Affairs, Human Resources and College Relations, and Finance will:
1. Work with collegewide deans and directors to coordinate and facilitate the development of at least one collegewide intended outcome to measure for each collegewide service unit, set one or more criteria for success, develop or acquire the means of assessment, collect and analyze data, use results for improvement and record results on approved ESOA forms.

2. Work with collegewide deans and directors as needed to examine ESOA units' long lists of intended outcomes to ensure sufficient diversity of assessment among academic and educational support units.
   a. Those ESOA units with long lists of intended outcomes that are not distinctly different may be consolidated into a single unit.
   b. Conversely, in cases where a long list of intended outcomes for a single unit is so extensive as to effectively prohibit the timely assessment of all the outcomes, a single ESOA unit may be divided into two or more separate units.

The E-Learning Director will:
1. Collaborate with the Deans of Instruction and the Vice President for Academic Affairs to conduct a focused review of E-Learning Assessment processes.
2. Revise as needed E-Learning educational support “long lists” of intended outcomes.

FY 2011

College and Campus Service Unit faculty and staff will continue the process of ESOA including to:
1. Select campus service units to assess with approval of the Campus Director.
2. For each collegewide and campus service unit designated for assessment, identify at least three intended outcomes to measure.
3. Set one or more criteria for success for each intended outcome and acquire or develop the means of assessment.
4. Gather and analyze data.
5. Use results for service improvement.
6. Record results on approved ESOA forms.

The Collegewide Coordinator for Planning and Assessment and the Vice Presidents for Academic Affairs, Human Resources and College Relations, and Finance will:
1. Work with collegewide deans and directors to coordinate and facilitate the development of at least one collegewide intended outcome to measure for each collegewide service unit, set one or more criteria for success, develop or acquire the means of assessment, collect and analyze data, use results for improvement and record results on approved ESOA forms.
2. Work with collegewide deans and directors as needed to examine and update ESOA units' long lists of intended outcomes to ensure sufficient diversity of assessment among academic and educational support units.
   a. Those ESOA units with long lists of intended outcomes that are not distinctly different may be consolidated into a single unit.
b. Conversely, in cases where a long list of intended outcomes for a single unit is so extensive as to effectively prohibit the timely assessment of all the outcomes, a single ESOA unit may be divided into two or more separate units.

The E-Learning Director will:
1. Identify at least three educational support E-Learning intended outcomes to measure, set one or more criteria for success for each outcome and develop or acquire the means of assessment.
2. Gather and analyze data.
3. Use results for service improvement.
4. Record results on the appropriate ESOA forms.

FY 2012

College and Campus Service Unit faculty and staff will continue the process of ESOA including to:
1. Select campus service units to assess with approval of the Campus Director.
2. For each collegewide and campus service unit designated for assessment, identify at least three intended outcomes to measure.
3. Set one or more criteria for success for each intended outcome and acquire or develop the means of assessment.
4. Gather and analyze data.
5. Use results for service improvement.
6. Record results on approved ESOA forms.
7. Utilize results of the 2011 Community College Survey for Student Engagement (CCSSE) administered in the spring of 2011 to identify opportunities and implement actions to improve student success and engagement.

The Vice President for Academic Affairs, Vice President for Institutional Effectiveness and College Relations, Vice President for Finance, and the Chief Legal Counsel and Vice President for Human Resources will:
1. Work with collegewide deans and directors to coordinate and facilitate the development of at least one collegewide intended outcome to measure for each collegewide service unit, set one or more criteria for success, develop or acquire the means of assessment, collect and analyze data, use results for improvement and record results on approved ESOA forms.
2. Work with collegewide deans and directors as needed to examine and update ESOA units’ long lists of intended outcomes to ensure sufficient diversity of assessment among academic and educational support units.
   a. Those ESOA units with long lists of intended outcomes that are not distinctly different may be consolidated into a single unit.
   b. Conversely, in cases where a long list of intended outcomes for a single unit is so extensive as to effectively prohibit the timely assessment of all the outcomes, a single ESOA unit may be divided into two or more separate units.

The Director of the Center for Creative Instruction & Technology (CCIT) will:
1. Identify at least three educational support distance learning intended outcomes to measure, set one or more criteria for success for each outcome, and develop or acquire the means of assessment.

2. Gather and analyze data.

3. Use results for service improvement.

4. Record results on the appropriate ESOA forms.