

NON-ACADEMIC ASSESSMENT REVAMP

Purpose: align non-academic assessment with strategic planning; simplify assessment process; make data more meaningful to departments

Transition Process: identify departmental Key Performance Indicators aligning to Strategic Planning Pillars and Objectives.

Step 1: Review your department's mission, duties, and performance objectives.

Step 2: Align your duties/responsibilities/objectives with the strategic plan pillars, objectives and/or key performance indicators.

Step 3: Establish multiple **key performance indicators** (KPIs) that measure how your department is performing. KPIs should directly tie to the core functions of your department and align with the college's pillars and objectives. They will not change annually. They must be quantifiably measurable. Ideally, they are already tracked/reported by your department.

Step 4: Answer the Co-Curricular Questions to determine if your department is co-curricular. If it is, identify 1-3 **student learning outcomes** (SLOs) from those provided that measure how your department is impacting student learning. SLOs are skills and knowledge students gain by participating in learning opportunities provided by your department. They will not change annually. They must be quantifiably measurable. Ideally, they are already tracked/reported by your department. (see appendix)

NON-ACADEMIC ANNUAL ASSESSMENT PROCESS

Start of cycle: Departmental personnel review KPIs & SLOs, set goals, & identify annual initiatives. Plans are submitted to the Assessment Coordinator following this naming convention: Department Plan Academic Year (Writing Center Plan 23-24).

- KPIs, SLOs and targets are recorded on the Non-Academic Annual Assessment Form
- Departments identify 1-3 strategic initiatives for the year. Initiatives are projects, events, action plans, etc. All initiatives align with the department's KPIs/SLOs and the institution's strategic plan and are recorded on the Assessment Form. Initiatives can span multiple departments.

During the cycle: complete activities to accurately collect KPI & SLO data & implement initiatives.
Divisions provide KPI and Initiative updates at division meetings.

At cycle end: Personnel reflect on KPIs, SLOs & initiatives at *division-wide Data Summit*.

- KPI & SLO results are recorded on the Non-Academic Assessment form.
- Reflection on the data occurs in discussion and resources needed. Initiatives for the following year may be generated.
- Status update for the year's initiatives including a reflection and required actions is provided. Some initiatives may be carried over to the following year.
- Report is filed with Assessment Coordinator using this naming convention: Department Report Academic Year (Student Health Report 23-24).

Non-Academic Assessment Form

Department:

Year:

Mission Statement:

Personnel:

DEPARTMENT KPIS: tracking departmental performance *(duplicate chart as needed)*

Planning	KPI	
	Strategic Plan Alignment	
	Data Source	
	Goal	
Reporting	Data Results	
	Discussion	
	Next Steps	
	Resources Needed	

DEPARTMENT SLOs: student learning; *co-curricular departments only (duplicate chart as needed)*

Planning	SLO	
	Data Source	
	Goal	
Reporting	Data Results	
	Discussion	
	Next Steps	
	Resources Needed	

DEPARTMENT INITIATIVES: strategies for improving performance *(duplicate chart as needed)*

KPI:		
Planning	Initiative Title	
	Initiative Plan*	
	Milestones/	

	Check Points*	
	Others Involved	
	Resources Needed	
	Completion Date	
Reporting	Initiative Status	
	Reflection	
	Next Steps	

Department Questions

These questions will help track data needed for the 5-year Comprehensive Program Review. Please answer the questions for the current academic year.

1. List departmental, divisional, College, professional or community committee or board activities and leadership roles, if applicable, for each full-time employee.
2. List any department-specific professional development opportunities provided by the department.
3. List current full-time employees who participated in professional development activities and those activities.
4. Describe any extracurricular activities as a service to the students and community that the department engaged in.
5. List any facilities improvements in your area that have positively affected department function.
6. List any additional major procedural, personnel, facilities, or department changes that have affected the ability of your department to effectively serve.

GARDEN CITY COMMUNITY COLLEGE

2019 AND BEYOND: DYNAMIC STRATEGIC PLAN

PILLAR 1: STUDENT SUCCESS

- Objective 1.1:** **ACCESS:** How can we increase opportunities and decrease barriers for student access to the institution?
- KPI 1.1.1: How many first-time, full-time students are attending?
 - KPI 1.1.2: How many total students are attending?
 - KPI 1.1.3: How many part-time students are attending?
 - KPI 1.1.4: How many credit hours did the college deliver?
 - KPI 1.1.5: How many graduating high school seniors from our service area attend GCCC?
- Objective 1.2:** **ENGAGEMENT:** How can we increase opportunities for academic and nonacademic student enrichment and engagement?
- KPI 1.2.6: How many student engagement opportunities were offered on campus?
 - KPI 1.2.7: How many times did students attend engagement opportunities?
 - KPI 1.2.8: How many times did students visit faculty during office hours?
 - KPI 1.2.9: How many times did students visit production or support offices on campus?
- Objective 1.3:** **COMPLETION:** How can we increase student retention and completion without sacrificing academic rigor?
- KPI 1.3.10: What percentage of students enroll in 15 or more credits per semester?
 - KPI 1.3.11: What percentage of first-time, full-time students are retained from Fall to Spring?
 - KPI 1.3.12: What percentage of first-time, part-time students are retained from Fall to Spring?
 - KPI 1.3.13: What percentage of students graduate, are retained, or transfer to other institutions?
 - KPI 1.3.14: How many GCCC credentials were awarded?
 - KPI 1.3.15: How many students transferred to Kansas institutions?

PILLAR 2: INSTITUTIONAL PARTNERSHIPS

- Objective 2.1:** **AWARENESS:** How can we increase awareness of GCCC with our external constituencies?
- KPI 2.1.16: How many external events were scheduled in college facilities?
 - KPI 2.1.17: How many community service events was the college involved in?
- Objective 2.2:** **INVOLVEMENT:** How can we increase institutional involvement with our external constituencies?
- KPI 2.2.18: How many individual businesses are represented on our Technical Education advisory committees?
 - KPI 2.2.19: How many technical education students are employed immediately after graduation?
 - KPI 2.2.20: How many reverse transfers were completed?

Pillars 3 & 4 on back.

GARDEN CITY COMMUNITY COLLEGE

2019 AND BEYOND: DYNAMIC STRATEGIC PLAN

PILLAR 3: HUMAN, PHYSICAL, AND FINANCIAL RESOURCES

Objective 3.1: **PERFORMANCE:** How can we enhance and improve quality faculty and staff performance?

KPI 3.1.21 How many full-time staff and faculty are retained year over year?

Objective 3.2: **EFFICIENCY:** How can we improve the efficiency of our resources?

KPI 3.2.22 What is the reserve budget amount at the end of the fiscal year?

Objective 3.3: **SUPPORT:** How can we increase financial support to the institution?

KPI 3.3.23 What is the total grant income for the fiscal year?

PILLAR 4: SUSTAINABLE INFRASTRUCTURE

Objective 4.1: **FACILITIES:** How can we commit to the sustainability of institutional infrastructure?

KPI 4.1.24 What is the status on deferred maintenance projects?

KPI: 4.1.25 What is the Phish-Prone percentage over the fiscal year?

Objective 4.2: **EFFECTIVENESS OF INSTITUTIONAL RESOURCES**

Co-Curricular Assessment

GCCC Co-Curricular Definition: “cocurricular departments and organizations have an expressed purpose of providing learning activities, programs, or opportunities for students that reinforce the institution’s mission and values as identified in our Institutional Skills and complement the formal curriculum.”

Is my area cocurricular? *(must answer yes to all the questions)*

1. What is the intention of the activity? *(Does the work align/complement curriculum or curricular goals?)*
 - Is it designed to promote student learning/development?
 - Does it provide students the opportunity to apply their formal academic learning in different ways?
2. What does your institution claim for the program/department? *(Does the work expect fulfillment of specific learning outcomes?)*
 - Does your institution/program/department make claims that your program/department impacts student learning and development and complements the curriculum?
 - Will you be able to measure the impact on students’ knowledge, attitudes, or behaviors?

Learning Outcomes

Areas that answer yes to all of the questions above, will select 1-2 (maybe 3) total learning outcomes from those provided that best capture the skills or knowledge students gain participating in the learning opportunities your area provides.

Learning Outcomes align with the following Institutional Skills:

Communication

Critical Thinking/Problem Solving

Diversity Awareness

Social Responsibility

Work Ethic

Co-Curricular Student Learning Outcomes (SLOs)

COMMUNICATION:

Students express themselves clearly and concisely in a written and/or oral format.

4 – Exceeds Expectations	3 – Above Expectations	2 - Meets Expectations	1 -Below Expectations	0 – Does Not Meet Expectations
messages are clear, concise and well-supported with delivery/format enhancing the messages	Messages are clear and concise with substantial support	messages are clear and delivered appropriately with support	Messages are somewhat clear but underdeveloped or lack support	Messages are unclear and/or lack support entirely

Students gather information from oral and written communications.

4 – Exceeds Expectations	3 – Above Expectations	2 - Meets Expectations	1 -Below Expectations	0 – Does Not Meet Expectations
engages in conversation/discussion with communication (asking questions, connecting ideas); expands on ideas	engages in active listening/reading (taking notes); can identify main and supporting ideas	engages in respectful listening/reading, can identify main ideas accurately	is somewhat engaged, identifies some of the main ideas, may misinterpret some information	disengaged, fails to listen/read entirely, cannot identify main ideas

Respond and adapt to needs of audience; audience awareness (communication)

4 – Exceeds Expectations	3 – Above Expectations	2 - Meets Expectations	1 -Below Expectations	0 – Does Not Meet Expectations
adapts to audience needs including verbal or nonverbal messages	adjusts communication to fit the audience needs; seeks information about audience	considers audience in development of communication	is aware of audience but does not adapt to audience needs	lacks audience awareness

Example Assessment Opportunities

Giving presentations

Creating written documents (marketing materials, posters, etc.)

Attending presentations/lectures/guest speakers

CRITICAL THINKING/PROBLEM SOLVING

Students will be able to gather information. (find and select information to investigate a point of view or conclusion).

4 – Exceeds Expectations	3 – Above Expectations	2 – Meets Expectations	1 – Below Expectations	0 – Does Not Meet Expectations
evaluates sources critically and effectively efficiently gathers relevant information and chooses a diverse group of appropriate sources for use in answering a question, creating a solution, or developing an argument.	evaluates sources critically gathers relevant information and chooses appropriate sources for use in answering a question, creating a solution, or developing an argument.	Gathers relevant information primarily from appropriate sources.	gathers limited information or uses inappropriate sources.	did not gather information or relied on others for information

Students will use information in decision making (utilizing information and available resources to arrive at a conclusion or formulate a point of view).

4 – Exceeds Expectations	3 – Above Expectations	2 – Meets Expectations	1 – Below Expectations	0 – Does Not Meet Expectations
effectively and efficiently analyzes information from a variety of diverse and appropriate sources and makes creative, well-informed decisions.	effectively analyzes information from appropriate sources and makes informed decisions.	analyzes some information from appropriate sources and makes decisions based primarily on the information gathered.	makes decisions using limited or inappropriate information or sources.	did not make decisions or relied on others to make decisions.

Example Assessment Opportunities

Planning/Executing an event

Researching a project, topic, event, etc.

Solving a problem

DIVERSITY AWARENESS

Students will promote diversity awareness within our community.

4 – Exceeds Expectations	3 – Above Expectations	2 - Meets Expectations	1 -Below Expectations	0 – Does Not Meet Expectations
hosted educational event(s) promoting diversity on campus and/or in the community	participated in and/or hosted diversity promotions on campus or in the community with an educational element	developed an opportunity promoting diversity on campus or in the community	participated in promoting diversity on campus or in the community	did not participate in promoting diversity

Students will demonstrate cultural self-awareness.

4 – Exceeds Expectations	3 – Above Expectations	2 - Meets Expectations	1 -Below Expectations	0 – Does Not Meet Expectations
able to challenge own cultural norms and biases, demonstrating complex understanding	recognizes new perspectives about own cultural norms and biases	identifies or starts to identify own cultural norms and biases	shows minimal awareness of own cultural norms and biases (even those shared with own cultural group(s))	shows no awareness of own cultural norms/biases

Students will create welcoming, accessible, and inclusive interactions.

4 – Exceeds Expectations	3 – Above Expectations	2 - Meets Expectations	1 -Below Expectations	0 – Does Not Meet Expectations
provides substantial opportunities for inclusiveness during interactions or hosted events, demonstrates excellent awareness of various population needs	provides opportunities for inclusiveness during interactions or hosted events, prioritizes accessibility and inclusion	identifies or utilizes some inclusive population needs, has some knowledge of diverse population needs	shows minimal effort or awareness of inclusive population needs, makes assumptions about populations	does not make an effort to be inclusive or accessible to various populations

Example Assessment Opportunities

Planning an event/learning opportunity (co-hosting, participating in)

Creating educational/informational materials

Creating a checklist of what accommodations should automatically be considered

Providing opportunities for accommodations/inclusive interactions

Discussions/conversations/written reflections about cultural reflections

SOCIAL RESPONSIBILITY

Students will be able to facilitate positive change personally and/or within the community.

4 – Exceeds Expectations	3 – Above Expectations	2 – Meets Expectations	1 – Below Expectations	0 – Does Not Meet Expectations
implemented complex, collaborative positive changes within themselves or community.	implemented student-driven, positive changes within themselves or the community	positively impacted themselves or community.	made minimal effort to implement change.	made no effort to change or made negative change.

Students will be able to reflect on and/or articulate how individual choices impact themselves or the community/others.

4 – Exceeds Expectations	3- Above Expectations	2 - Meets Expectations	1 -Below Expectations	0 – Does Not Meet Expectations
deep reflective insight or analysis of the impact of actions, demonstrates complex understanding of community engagement.	shares some reflective insight about impacts of one's actions on the community or self.	shows some reflection of how actions impact the community or self.	shows little understanding of the effects of actions or interrelatedness of the community and self	made no attempt to reflect on and/or cannot articulate how choices make an impact on the community or self

Example Assessment Opportunities

hosting events

community service

reflection questions, discussion, prompt, writing, debriefs, interviews

WORK ETHIC

Students will demonstrate leadership.

4 – Exceeds Expectations	3 – Above Expectations	2 - Meets Expectations	1 -Below Expectations	0 – Does Not Meet Expectations
reflects on own leadership skills (recognizes own and others' strengths and weaknesses) and role within the organization; makes effort to grow leadership skills (of self and others)	takes initiative; seeks opportunities beyond established requirements; makes effort to grow own leadership skills; motivates others	Effectively leads organizational events; stays on task; provides guidance and direction; understands role within organization	Inconsistent leadership; Relies on others including GCCC personnel for direction, needs external motivation	Disengaged, disinterested, fails to complete tasks and take responsibility

Students will be able to work together to accomplish a goal.

4 – Exceeds Expectations	3 – Above Expectations	2 - Meets Expectations	1 -Below Expectations	0 – Does Not Meet Expectations
Encourages inclusivity, collaboration and reflection among team members	Positively impacts team. Contributes meaningfully while sharing responsibility.	Contributes to team; completes one's assigned roles/tasks	Minimal or inconsistent team contributions; unreliable	Unable to work with a team

Students will be able to demonstrate dependability through attendance and punctuality.

4 – Exceeds Expectations	3 – Above Expectations	2 - Meets Expectations	1 -Below Expectations	0 – Does Not Meet Expectations
Attends all meetings and events (required and optional); often arrives early/leaves late to help	Attends all required meetings and events on time or early; stays for duration or later	Attends most required meetings and events; arrives mostly on time and stays for duration of most events	Attendance and punctuality is inconsistent	Rarely attends meetings, events; often late or leaving early

Example Assessment Opportunities

Attendance tracking/reports

Evaluations of leadership positions (committee work, executive officers, etc.)

Discussion, debrief, evaluation/observation, survey post-event

ANNOTATED Non-Academic Assessment Form

Department: *department name*

Year: *cycle year*

Mission Statement: *department mission statement*

Personnel: *department employees*

DEPARTMENT KPIS: *tracking departmental performance*

Planning	KPI	<i>Departmental Key Performance Indicator for the department objective; it may be helpful to write KPIs as questions to be answered.</i>
	Strategic Plan Alignment	<i>GCCC pillar, objective, and/or KPI that department objective aligns with</i>
	Data Source	<i>where the data is from; how the KPI is tracked; the name of the report/document/file/etc.</i>
	Goal	<i>the target—what # do you want for that KPI set stretch goals</i>
Reporting	Data	<i>record the actual results from your data source (use whole numbers—8/10—and percentages—80%)</i>
	Discussion	<i>Was the goal met? Provide context for the data Interpret the data</i>
	Next Steps	<i>What happens next with this KPI? Are there other objectives or key performance indicators we should be consistently tracking?</i>
	Resources Needed	<i>What resources are needed to keep progressing here?</i>

DEPARTMENT SLOs: *student learning; co-curricular departments only*

Planning	SLO	<i>Student Learning Outcome from appendix</i>
	Data Source	<i>What event/activity/opportunity will you use to assess the student learning? What will you apply the rubric to?</i>
	Goal	<i>The target; identify how many students (what percentage) will meet which criteria on the rubric (what number on the rubric do you want the students to be at?)</i>
Reporting	Data Results	<i>Record the actual results; how many students met your target? (use whole numbers—8/10—and percentages—80%)</i>
	Discussion	<i>Was the goal met? Provide context for the data Interpret the data</i>
	Next Steps	<i>What happens next with this SLO?</i>
	Resources Needed	<i>What resources are needed to keep progressing here?</i>

DEPARTMENT INITIATIVES: *strategies for improving performance*

KPI: <i>department KPI/SLO the initiative corresponds to</i>		
Planning	Initiative Title	<i>Brief title of the projects/events/activities/strategies being implemented to address the KPI/SLO and reach the goal</i>
	Initiative Plan	<i>How will the plan be implemented? Who will be involved? What steps need to happen? Can attach separate documentation if a plan exists elsewhere.</i>

	Milestones/ Check Points	<i>What are the major stages/check points of the project? How will you know you're making progress appropriately?</i>
	Others Involved	<i>Who else (personnel/departments) needs to be involved for your initiative to be successful?</i>
	Resources Needed	<i>What institutional resources do you need to achieve your initiative?</i>
	Completion Date	<i>When will your initiative be complete? Complete could mean ready to implement or completion of an event/etc. Some initiatives may take multiple years to complete.</i>
Reporting	Initiative Status	<i>Where is the project now? Completed, In progress, Tabled</i>
	Reflection	<i>Reflect upon the initiative. What worked? What didn't? What factors influenced the current status? Has an impact on the associated KPI realized yet? When do we anticipate measuring that?</i>
	Next Steps	<i>What happens next?</i>

Non-Academic Annual Assessment Form

ANNOTATED Department Questions

These questions will help track data needed for the 5-year Comprehensive Program Review. Please answer the questions for the current academic year.

1. List departmental, divisional, College, professional or community committee or board activities and leadership roles, if applicable, for each full-time employee.
Identify any committees (college or community) or other leadership positions held by full-time employees
2. List any department-specific professional development opportunities provided by the department.
List any events/activities your department hosted for professional development
3. List current full-time employees who participated in professional development activities and those activities.
List all professional development completed by each full-time employee
4. Describe any extracurricular activities as a service to the students and community that the department engaged in.
List/describe any extra events/activities/etc. that your department provided to students or the community
5. List any facilities improvements in your area that have positively affected department function.
Have any facilities changes in your area made your department better?
6. List any additional major procedural, personnel, facilities, or department changes that have affected the ability of your department to effectively serve.
What other campus changes have affected your department and how?

Assessment Support

KPIs

KPI Creation:

Can work from department duties/objectives to institutional pillars/objectives or from the institutional level and ask what do each of pillars/objectives/etc. “look like” within the department. Not all institutional pillars/ objectives will appear in every department. Multiple KPIs can exist under a single objective.

- What are the most important duties of your department?
- What numbers/data do you track in your department?
- What information tells you how your department is doing?
- What are the most important “data points” for your department?
- What parts of your department impact our overall institutional goals?
- It may be helpful to write/think about KPIs as questions about your department to be answered. What do we need to know to know how we’re doing?

Planning

KPI Planning:

- Data Source: where the data comes from; how you track the KPI; the report/document/file/etc.
- Goal: your target—what # do you want for that KPI
 - Stretch goals
 - can write as a goal to achieve or a goal NOT to exceed (a top limit; no more than xxx%)

KPI Tracking:

- If data source doesn’t already exist, who is responsible for creating it? For maintaining it? How often does it need to be updated/data collected/input?
- If a data source does already exist, is it accurate?

KPI Reporting:

- Data: record the actual results
- Discussion: Did you meet your goal or not? What factors impacted your outcome?
 - What is the context of the data? (Years represented? How is it pulled? Who is represented in the data?)
 - Was the data source appropriate? Is there a better way to track this information?
 - Why did we meet/not meet our goal? What factors impacted this year’s performance?
 - What story does the data tell us about this objective?
- Next Steps: What happens next with this KPI? Are there other objectives or key performance indicators we should be consistently tracking?
- Resources Needed: what resources do we need to keep progressing?

SLOs

GCCC's Co-curricular Student Learning Outcomes (SLOs) and their rubrics are contained in the appendix. They broadly align with our Institutional Outcomes. Not all SLOs make sense for every department.

Identifying Co-Curricular Programs

- Answer all questions in the Co-Curricular Assessment appendix.
- An area must answer “yes” to all questions to be considered co-curricular.

Selecting SLOs

- What skills do students practice/gain within your department/program?
- Select 2-3 total. Not every SLO category works for every program. That's okay.

SLO Planning:

- Data Source: where the data comes from; how you track the SLO; the report/document/file/etc.
 - Example data sources: planning an event,
- Goal: your target—what # do you want for that SLO
 - Stretch goals

SLO Tracking:

- If data source doesn't already exist, who is responsible for creating it? For maintaining it? How often does it need to be updated/data collected/input?
- If a data source does already exist, is it accurate?

SLO Reporting:

- Data: record the actual results
- Discussion: Did you meet your goal or not? What factors impacted your outcome?
 - What is the context of the data? (Years represented? How is it pulled? Who is represented in the data?)
 - Was the data source appropriate? Is there a better way to track this information?
 - Why did we meet/not meet our goal? What factors impacted this year's performance?
 - What story does the data tell us about this objective?
- Next Steps: What happens next with this SLO?
- Resources Needed: what resources do we need to keep progressing?

INITIATIVES

Initiative Planning:

- Initiative: What project/event/activity/strategy are you using to address the KPI and reach your goal? What's already in the works? What area have you identified to focus on? What do last year's KPIs tell you?
- Initiative Title: brief name of initiative
- Initiative Plan: How will you implement the plan? Who will be involved? What steps need to happen?
- Milestones/Check Points: What are the major stages/check points of the project? How will you know you're making progress appropriately?
- Completion Date: When will your initiative be fully implemented?

Tracking

- If data source doesn't already exist, who is responsible for creating it? For maintaining it? How often does it need to be updated/data collected/input? If it does already exist, is it accurate?
- Milestones/Check Points: Who is in the charge of progress for the initiative? Who will monitor check points? Where along the way can you "check in" to see how the initiative is progressing? Put checkpoint/milestone reminders in Outlook.

Reporting:

Initiative Reporting:

- Initiative Status: Where is the project now? Completed, In Progress, Tabled
- Reflection: Reflect upon how the initiative went: what worked? What didn't? What factors influenced the status? Have we seen an impact on the associated KPI yet? When do we anticipate measuring that?
- Next Steps: What happens next?