

RECORD OF ASSESSMENT For NON-ACADEMIC Units

**FOR: Departments, Academic Support Services, Administrative Support Services,
Student Support Services, Community Service Units**

Summer 2012- Spring 2013 Academic Year

Name of Non-Academic Unit

Prepared By: _____

Date Submitted: _____

Institutional Mission Statement

The purpose of Southwestern Assemblies of God University is to prepare undergraduate and graduate students spiritually, academically, professionally, and cross culturally so as to successfully fill evangelistic, missionary, and church ministry roles and to provide quality educational and professional Christian service wherever needed throughout the world.

Non- Academic Unit Mission Statement

Directions: Type the mission statement for your Non-Academic unit. The program mission statement is established in advance and must be the same as the one stated in the catalog.

Objectives/Outcomes

Definitions:

Operational Objectives are measurable, expected accomplishments or improvements related to operations and processes of the unit (including quality, efficiency, and effectiveness) with consideration to the resources and support available (adapted from UCF).

Student Learning Outcomes for Non-Academic Units state what students will know, or what they will value, or what they will be able to do after having used services provided by this unit.

Directions:

- **List Three Measurable Operational Objectives or Student Learning Outcomes (SLOs) which your unit will assess during this cycle from your unit's Objectives/Outcomes list.**
- **This may include any combination of objectives and outcomes.**

SAGU Non-Academic Unit Assessment Record (AR) **Instructions**

- These are usually established and set in advance by a unit committee or team. If you need help in establishing or understanding an objective or outcome, please contact the Office of Institutional Effectiveness.
- Normally, there will be a “long list” of Objectives/Outcomes (perhaps 7 to 12) that will include all that your unit values and wants to accomplish. The list should be filed electronically by the person who oversees the “Unit.”
- You will not assess all of these at once but will choose the Objectives/Outcomes that you see as most vital to assess first.
- After a period of two to three assessment cycles, the Objectives/Outcomes that have shown a good quality growth or plateau should be rotated off the list and replaced with the next Objectives/Outcomes for assessment.

Action Plan Tracking (Closing the Loop) **Record Action Plans Completed from previous assessment cycle**

Directions: Fill in the details of actions taken (changes, improvements, adjustments) in response to the results of the previous assessment cycle. If all action plans were completed before the submission of your last AR, you can simply copy and paste from sections 1e, 2e, and 3e (This would be 1h, 2h, and 3h on the 2011-12 AR form). If the plans were not completed at the submission of your last AR, explain what has been done since then. This will provide a reminder of the results, the actions that were taken, and a baseline for the objectives/outcomes that you choose to assess again this year.

Assessment of Non- Academic Unit Objective/Outcome #1

Section I: Assessment Planning

(Complete this section at the beginning of assessment cycle)

1a. Measurable Objective/Outcome (Statement 1 from Objectives/Outcomes Section):

1b. Assessment Tools: Describe specific means of assessment, the target groups, and time table that will be used to measure the achievement of this Objective/ Outcome (i.e. what tools will be used to measure success).

[Name one or more assessment tools. There are many different kinds of tools such as:

- **Specific numbers or queries on a customer/student survey;**
- **A quiz/assessment over a single subject or parts of a quiz/assessment ;**
- **A directly related measure of unit performance (document tracking, schedule tracking, accounting ledger, etc.).**

Specify approximate dates when this assessment will take place and who will be taking/responding/responsible for the assessment tool.

1c. Set an Achievement Target (s) - Describe the level of performance on the chosen assessment tools that will indicate success on this Objective/Outcome (i.e. establish *criteria* for success).

Write an achievement target(s) directly related to the objective or outcome statement.

For example: this achievement target may be written in the form of

- **Percentage of students/customers receiving expected level of service;**
- **Percentage of students answering correctly to certain questions;**
- **Percentage of students/participants indicating “good or excellent” on survey;**
- **Percentage of documents requests handled within set time; or**
- **Percentage of students/customers served in a timely manner, etc.**

Section II: Assessment Activity
(Data Collection at the end of the Assessment Cycle)

1d. Findings: Record and assess the results of the measures.

List the specific results of each assessment tool as clearly and simply as possible. This does not need to be overly complicated. The purpose of this section is to determine if your Outcomes/Objectives were met. Be sure to discuss your data in relation to Outcomes/Objectives and specifically, the Achievement Target set in Measures.

- What were the results of the survey? What percentage of customers/students indicated “excellent” on the specific queries?
- What percentage of students answered correctly to the specific questions or single subject quiz?
- What percentage of documents was handled within the expected time parameters?
- What percentage of customers/students responded that they received excellent or timely service?

If the students do not achieve the expected Achievement Target (perhaps only 72% of the returned Missionary Post-Trip surveys positively evaluated the cross cultural skills of student participants, and your achievement target was 80%), don't panic. This data can help you determine what you might do differently to improve those skills. Improvement, after all, is a vital part of assessment. The changes will be described in 1e and are part of closing the loop in the next cycle.

1e. Describe how the results were used for improvements/changes. If steps cannot be taken immediately, include a dated **Action Plan** of how and when the improvements will be implemented.

[In a department meeting, discuss the results and decide on strategies for improving (how can the results be used to improve Unit practices, procedures, policies, etc.) Record the changes/improvements here. If steps cannot be taken immediately, you must include an action plan of how and when (including approximate dates and responsible persons) the improvements will be made. You will provide updates in the next assessment cycle in the space provided for Action Plan Tracking.]

(If your assessment results affect planning and budgetary decisions, be sure to also list them at the end of the AR under the “Logistical Support Needs demonstrated by this assessment cycle” Remember that this information may be used to determine future budgeting. Be sure to make your case through the data.)

Use same instructions for Unit Objectives/Outcomes #2 and #3

Logistical Support Needs demonstrated by this assessment cycle

[According to priority, list items and/or personnel needed. Remember that this information may be used to determine future budgeting. Allocation of limited funds may be based on the most convincing case made through the data from the assessment process.]