

Unit Assessment Report

Submit to the Institutional Research and Assessment Office by August 1st

The goal of this unit assessment is to inform institutional effectiveness. Institutional effectiveness assessment is conducted to determine the extent to which the college is achieving its mission. The unit supports this by identifying expected outcomes, assessing the extent to which it achieves these outcomes, and providing evidence of improvement based on analysis of the results.

Academic/Fiscal Year: 2017-2018

For implementation the fiscal/academic year of: 2017-2018

Person submitting report: Mary Hester

Unit name: Miller Library

Unit mission: The mission of Miller Library is to provide access to information and to instruct and assist stakeholders in locating, using, and evaluating this information.

Areas included in the unit: Miller Library and Academic Community Essentials (ACE) seminar

Outcomes	Outcome Target	Institutional Link
What do you want to accomplish? Please list <u>at least two</u> outcomes your unit will be assessing in the next few years to determine improvement in operational processes or procedures. Sometimes outcomes are listed as tasks. Outcomes are specific and measureable and can be strategic or operational.	What level of achievement do you want obtain for each outcome? The outcome target should be aggressive but attainable.	How does the outcome assist the college in achieving its mission? If outcomes support other identified institutional priorities, attach supporting institutional documentation
Outcome 1 Freshman students in ACE and library student workers will learn to locate, use, and evaluate information.	Baseline data from pre and post direct assessment will determine the outcome target for 2018-2019. Freshman and senior ratings at or above the national usage of information sources from the NSSE Transferrable Skills survey.	The college's Ideal McPherson College Graduate characteristics include "acquires and evaluates information" and is part of the college's general education purpose statement.
Outcome 2 Student workers will provide quality customer service to library consumers.	100% participation in soft skills training. Baseline data from a custom SSI question, "Library student workers are helpful and approachable" will determine future target level.	The college's mission states, "McPherson College's program integrate career guidance and practical experiences into a liberal arts curriculum...". Student workers are participating in practical experience and are assisting students, faculty, and staff in achieving the college's mission pillar of scholarship.
Additional Outcomes (optional): Discover employer expectations related to graduates' ability to learn through electronic avenues.	Outcome 3: not applicable, gathering information to determine employer levels of expectation.	Outcome 3: The college's Ideal McPherson College Graduate characteristics include "demonstrates the appropriate use of technology within his/her academic discipline" and is part of the college's general education purpose statement.
Performance Indicators		
What will you <u>do</u> to achieve your outcomes? Identify the performance indicators you will be using to assess achievement of your outcomes. Select your most important indicators. You should have <u>at least two</u> performance indicators for each outcome.		

<p>Outcome 1: Provide freshmen ACE students and library student workers with information literacy skills training.</p>	<p>Outcome 2: Student workers will complete soft skills training provided through Webjunction and Skillsoft.</p>	<p>Additional Outcomes (optional):</p>
<p>Assessment Measures</p>		
<p>How and when will you measure your success? Identify <u>at least two</u> ways of measuring each outcome. At least one measure for each outcome should be a direct measure. Direct measures are quantifiable.</p>		
<p>Outcome 1 Direct method: Pre and post information literacy exam. Other methods: Freshman and Senior responses to NSSE Transferable Skills question How often have you written something that used information from a variety of sources (books, journals, internet, databases, etc.).</p>	<p>Outcome 2 Direct method: Soft skills training participation Other methods: Student Satisfaction Inventory custom question.</p>	<p>Additional assessment (optional): Direct method: Internship provider responses, published research. Other methods: Advisory boards' focus group or survey.</p>
<p>Assessment Results/Findings:</p>		
<p>Outcome 1</p> <ul style="list-style-type: none"> • Pre and post information literacy exam. <p>Results: The average for our first-time freshmen on ILCM pretest was 55%. The library director failed to give the post test so the assessment project was incomplete.</p> <ul style="list-style-type: none"> • Freshman and Senior responses to NSSE Transferable Skills question How often have you written something that used information from a variety of sources (books, journals, internet, databases, etc.). <p>Results--NSSE: MC Students scored below the national average on every task given.</p>	<p>Outcome 2</p> <ul style="list-style-type: none"> • Soft skills training participation <p>Results:100% of the library student workers completed the customer service training.</p> <ul style="list-style-type: none"> • Student Satisfaction Inventory custom question. <p>Results: The effect of the training on the SSI will not be know until the fall 2018 assessment. Fall 2017 showed: Library student workers are helpful. Importance 77% Satisfaction 73%</p> <p>Library student workers are approachable. Importance 76% Satisfaction 75%</p> <p>Library staff are helpful and approachable. Importance 75% Satisfaction 73%</p>	<p>Outcome 3</p> <ul style="list-style-type: none"> • Internship provider responses, published research. <p>Results:</p> <ul style="list-style-type: none"> • Advisory boards' focus group or survey. <p>Results: Please attach to the report.</p>

Summary of results/findings, include any strengths and weaknesses found.

Outcome 1: Even though the information literacy post test was not given, we can do a comparison between the post test given in 2018 and the same test given to the freshmen in 2015. In 2015 the average pretest score was 65% and in 2018 the pretest score was 55% This does show the need for information literacy at McPherson College.

NSSE: (a) McPherson students scored below the students at our peer colleges. Overall, MC seniors showed a slight increase over 2013 results but not significantly. (b) MC students responses were significantly lower than peer institutions when they were asked if assignments required gathering information from a variety of sources.

CSS: After showing a very slight gain when asked if they judged the quality or reliability of information, the responses were back down to the 2013 level of 56% for frequently and 42% for occasionally.

Outcome 2: While there is not a large gap between importance and satisfaction on any of the 3 questions, satisfaction is below importance on all three.

Outcome 3: This optional outcome has yet to be addressed.

How does the unit plan to use the results to improve student learning and/or unit effectiveness?

Outcome 1: It is my understanding the composition classes will be incorporating information literacy during the 2018-2019 school year. This will be a more effective method of getting the information to the students. The library director will work with the composition teachers as requested. Since the composition teachers will be assessing information literacy skills, it will not be part of the library's assessment plan.

Outcome 2: SSI information after the SoftSkills customer service training (Fall 2018) is not available at this time; however, the library staff and student workers will continue training in this area because quality customer service will always be a priority and there is always room for improvement. In addition, a customer service satisfaction of 73-75% is not considered acceptable by the library director. The SoftSkills training may not be used; the library director is looking at other training options.

Outcome 3:

Please describe in detail the action plan, including when, these actions will be implemented?

Are any of the unit outcomes changing for next year? Yes No

(If you answer yes, the IRA office will send you a new prepopulated template to adjust for the 2018-2019 reporting year).

We will not be using Outcome 1. Outcome 2 may be used and we hope to address Outcome 3.

Assessment committee feedback:

Unit Assessment Timeline	
August 1	Assessment plan due for current fiscal year.
September 1	Assessment committee provides feedback
September 14	Any clarification or changes need to the plan are resubmitted to the assessment committee
Academic Year	Implement the assessment plan.
August 1	Final report from the previous fiscal year is due and upcoming assessment plan for the current fiscal year.

Assessment Glossary

Direct measure: data—evaluates actual performance, is quantifiable. Examples: number of reported crimes on campus, number of outstanding tuition payments, service will be provided within two days of request, retention data, time, cost, productivity

Indirect measure: evaluates perceived performance, is qualitative, based on feelings or perceptions. Examples: surveys, focus groups, perceived efficiencies

Institutional effectiveness: Assessment to determine the extent to which a college or university is achieving its mission. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results.

Performance indicator: A means of objectively quantifying results of products, projects, services, or programs.

Strategic outcome: Implementation of initiatives intended to contribute to a strategic goal. There is an impact on goal performance to do that implementation.

Operational outcome: Addresses regular operational or procedural tasks. Generally provide service or product. Direct and indirect effects on stakeholders.

SAMPLE UNIT ASSESSMENT PLAN

Plan for Next Academic/Fiscal Year:

Date: July 28

Person submitting report: Your name

Unit name: Facilities Management

Unit mission: To provide an attractive, clean, and safe environment to learn and work in

Areas included in the unit: facilities management

Outcomes	Outcome Target	Institutional Link
<p>What do you want to accomplish? Please list <u>at least two</u> outcomes your unit will be assessing in the upcoming year to determine improvement in operational processes or procedures. Sometimes outcomes are listed as tasks. Outcomes are specific and measureable and can be strategic or operational.</p>	<p>What level of achievement do you want obtain for each outcome? The outcome target should be aggressive but attainable.</p>	<p>How does the outcome assist the college in achieving its mission? If outcomes support other identified institutional priorities, attach supporting institutional documentation</p>
<p>Outcome 1: Provide a safe, orderly, clean, and visually appealing exterior environment (grounds)</p>	<p>Zero negligence reports due to grounds related issues</p>	<p>Provides a conducive environment to learn and work safely.</p>
<p>Outcome 2: Protect and maintain buildings and building systems and equipment through preventive and corrective maintenance programs.</p>	<p>15% of work orders will be preventive, 10% or less change in volume of total work orders</p>	<p>Same as Outcome 1</p>
<p>Additional Outcome(s) (optional): Outcome 3: Reduce maintenance costs while maximizing efficient operations.</p>	<p>5% or less increase in cost per square foot compared to last year.</p>	<p>Same as Outcome 1</p>

Performance Indicators

What will you do to achieve your outcomes? Identify the performance indicators you will be using to assess achievement of your outcomes. Select your most important indicators. Use should have at least two performance indicators for each outcome.

<p>Outcome 1-Examine academic and athletic scheduling to determine best times to mow, trim, collect trash, etc. with minimal impact to college functioning. Conduct periodic inspections. Prioritize grounds keeping needs and address most pressing needs and non-budget impacting needs first.</p>	<p>Outcome 2-Send periodic campus messages asking to identify any preventative issues, prioritize preventative issues, complete those most likely to interfere with college building functioning.</p>	<p>Additional Outcomes-Outcome 3- monitor budget requests and deny anything but essential work as fiscal year comes to a close, monitor contractual and commodity spending, review processes, procedures, or changes that result in estimated cost savings or efficient operations.</p>
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Assessment Measures

How will you measure your success? Identify at least two ways of measuring each outcome. At least one measure for each outcome should be a direct measure. Direct measures are quantifiable.

Outcome 1

Direct method: Track and record number of negligence grounds-related reports at the end of each fiscal year to determine total number of reports.

Other methods: Track number of complaints each fiscal year related to daily tasks such as mowing, trimming, emptying trash, etc. to determine disruption to institutional functioning.

Outcome 2

Direct method: Compare ratio of completed corrective vs. preventive work orders each fiscal year to the previous year.

Other methods: Track each fiscal year, the number of mechanical or electrical failures that result in building or system interruptions

Additional assessment methods:

Outcome 3: Direct: Each fiscal year, calculate cost per square foot compared to last year. Indirect: Record each fiscal year changes in processes, procedures to determine estimated cost savings or more efficient operations.

Assessment Committee feedback: