

**Palm Beach State College**  
**Institutional Effectiveness– Community and Public Service Assessment**

**Introduction**

The purpose of this document is to provide the process, responsibilities and timelines for the assessment of community and public service activities as required by Palm Beach State College’s accrediting agency, the Southern Association of Colleges and Schools, Commission on Colleges (SACS-COC). The comprehensive standard 3.3.1 specifies what needs to be assessed:

Excerpt from : <http://www.sacscoc.org/pdf/2010principlesofacreditation.pdf>

3.3.1 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 in each of the following areas: (Institutional Effectiveness)

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 educational support services

3.3.1.4 research within its educational mission, if appropriate

**3.3.1.5 community/public service within its educational mission, if appropriate**

In order to be in compliance with the 3.3.1.5 standard, Palm Beach State College **must** show that:

1. Outcomes have been identified for community/public service
2. The outcomes have been assessed
3. Improvement strategies were implemented
4. The outcome was reassessed to see if improvement has occurred

The cycle is continuous as new outcomes are defined, assessed, improved and reassessed.

**Palm Beach State College’s Defined Areas under Community and Public Service are:**

- Lifelong Learning
- Cultural Events
- Community Service
- Business & Industry Support

**Examples:** These examples are not exhaustive, but are meant to illustrate the way in which activities can be classified:

Category	Examples of Events	Assessment Measures	Measured at	
			Campus	District
Lifelong Learning	Life enrichment courses, Summer Youth College	Satisfaction Surveys Participation Rates Number of Events	•	
Cultural Events	Theatre events, Commemorative Events (MLK, Holocaust, Veteran's Day	Satisfaction Surveys Participation Rates Number of Events	•	•

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Category	Examples of Events	Assessment Measures	Measured at	
			Campus	District
Community Service	Health services provided by students, humanitarian efforts, child care centers	Satisfaction Surveys Participation Rates Number of Events	•	
Business & Industry Support	CCE Courses, Small Business Institute, workshops, customized training	Satisfaction Surveys Participation Rates Number of Events	•	

**Responsibility**

The responsibility for assessing the four defined categories falls under the campus provosts, except for district events such as Martin Luther King and Veterans Day. District events will be assigned to the appropriate offices.

**Assessment Process**

The assessment process for the four defined categories will follow the established College process and forms. Each campus will assess its own activities, or provosts can decide to assess activities college-wide. The assessment process is reported through a standard reporting form that is used throughout general education and program assessment. Each provost will submit one report that includes campus and collegewide community and public service events. This supports the "one college" concept that must be upheld as the College carries single accreditation; each campus is not separately accredited.

**Assessment Form**

The standard college assessment form has been adapted for use with this assessment, and collects information on each step of the assessment process as follows:

- **The first column** contains the outcome category (in this case Lifelong Learning)
- **How Measured** – How the outcome is assessed
- **When Measured** – Is the outcome measured each term, once per year
- **How data are collected** – Collected from surveys, PantherNet, reports, etc.
- **Who Collects data** – Specifies who collects the data – program personnel, instructors
- **Performance Standard or Benchmark** – This is the quantitative value that should be met – it could be number of courses offered, enrollment targets, satisfaction levels
- **Results compared to Standard** – This contains the results of the assessment – was the benchmark achieved?
- **Is this outcome focused for Improvement** - If the outcome was not achieved, will it be focused for improvement?

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**Figure 1 - Assessment Form**

Part A: Activity Categories

Lifelong Learning	How Measured	When Measured	How data are collected	Who collects data	Who submits data	Performance Standard or Benchmark	Results	Results Compared to Standard	Is this Outcome Focused for Improvement?
1. [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
2. [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
3. [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
4. [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
5. [Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

**Step 1 – Define Areas to be Assessed under Each Defined Category**

As activities and events are classified under one of the four categories (*Lifelong Learning, Cultural Events, Community Service, Business & Industry Support*), administrators assigned the areas must decide how activities and events are grouped. For example, Summer Youth College could be assessed as one activity at each campus, or could be assessed as one activity College-wide. It is not the intent that each *individual* class or event be assessed as a separate outcome. Once activities have been defined, outcomes can be established for that area.

**Step 2 – Define Outcomes and Benchmarks**

Outcomes can be defined for each of the activity areas established under each category. Outcomes can be *quantitative* or *qualitative*. *Quantitative* outcomes can focus on measuring numbers of students served, numbers of new courses developed, revenues generated, and so on. *Qualitative* outcomes can focus on satisfaction with services. Outcomes need not be student learning outcomes, although this is not precluded.

For example, assume that Summer Youth College has been defined as an area under Lifelong Learning. Quantitative outcomes could include that at least 500 students would be served, at least 20 different courses were offered, etc. Qualitative outcomes could include that students would be satisfied or highly satisfied with the courses, or parents would agree that courses were reasonably priced. The standard or benchmark you want to achieve should also be set at this point. Benchmarks should be set reasonably high. If benchmarks are set artificially low and all benchmarks are achieved, then no evidence of improvement can be provided.

**Step 3 – Conduct Assessment**

The assessments to see if outcomes were achieved can use existing data that is collected through a survey with students or other stakeholders, or could come from data in PantherNet such as course enrollments, courses created, etc. These assessments should be conducted on a regular basis so that data exists for every semester in which activities are held.

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**Step 4 – Determine if Benchmark was Achieved**

By comparing the assessment data to the benchmark, it can be determined if the benchmark has been achieved. For example, if the benchmark is set so that 80% of parents are to be very satisfied or satisfied with Summer Youth College, and the assessment showed that 70% were very satisfied or satisfied, the benchmark was not achieved. Administration in charge of the area can decide whether the area is then targeted for improvement.

**Step 5 – Areas Targeted for Improvement**

Once all outcomes have been assessed, a subset of outcomes must be targeted for improvement. This does not mean that all outcomes where the benchmark was not achieved must be targeted for improvement. Once these outcomes have been identified, the outcomes are entered on the next section of the assessment form:

**Figure 2 - Outcomes Targeted for Improvement**

Targeted Outcome	Results compared to Standard	Improvement Target	Use of Data for Improvement	Date of Reassessment

On this part of the form, the targeted outcome is indicated, the result is repeated, and an improvement target is set (e.g.; 5% improvement, etc.). The most important part of the form is how data are used for improvement. This column indicated activities or improvements that have been instituted. These are *not* plans for improvement at some later date, but rather strategies that have been implemented to improve. The last column lists when the outcome is targeted for reassessment.

**Step 6 – Prepare a Narrative**

The next step is to prepare a narrative that described different aspects of the program such as:

- How outcomes were developed
- How assessment measures were developed (who was involved)
- The measures targeted for improvement and why they were chosen
- How the improvement strategies was developed
- How the improvement strategies were implemented
- Curriculum and program revisions

**Step 7 – Reassessment**

The next step starts a new assessment cycle when the outcome is re-measured to see if improvement has occurred. If no improvement was seen, this does not mean that the assessment cycle was not meaningful or effective. It means that new improvement strategies are implemented and the outcome is reassessed.

**Figure 3 – Reassessment of Outcome Targeted for Improvement**

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Targeted Outcome	Results compared to Standard	Improvement Target	Results of Reassessment	Performance Standard/ Benchmark Achieved?
■	■	■	■	■
■	■	■	■	■

**Timelines**

The four defined categories and the defined areas under the categories must complete assessment reports for the Spring 2010-2 term, the Summer 2010-3 term and the Fall 2011-1 term. The forms are due to Dr. Jennifer Campbell as follows:

**Due Dates:**

- Spring 2010-2 - June 30, 2010
- Summer 2010-3 - September 30, 2010
- Fall 2011-1 - January 31, 2011

**Questions?**

If you have any questions, please contact:

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**All forms and this process are located at:**

[www.palmbeachstate.edu/assessmentforms.xml](http://www.palmbeachstate.edu/assessmentforms.xml)