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Assessment and Research

Institutional Effectiveness of Administrative Units

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Goals for the Session

- Understanding the role of Administrative and Educational Support (AES) Units in assessment.
- Understanding the elements of the assessment process
- How to implement the process on your campus?

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Henderson State University: Assessment History/TracDat Implementation

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History of Assessment at Henderson

- Director was hired in Spring 2003.
- Assisted Teachers College with NCATE Accreditation from September 2003 – March 2004.
- Office of Assessment and Research purchased SNAP Survey software in Fall 2004.
- Academic departments submitted Student Learning Assessment Plans in Fall 2003 and revisions in Fall 2004/Spring 2005.
- Various Academic Departments submitted data and completed the Student Learning Assessment Process in Spring 2005.
- University purchased TracDat in Summer 2005.

History of Assessment at Henderson

- University and Community Relations division completed the development of assessment plans in fall 2005.
  - Data has been submitted since spring 2006
- Student Service division developed plans in fall 2006 and has collected data since that time.
- All other AES divisions developed plans in spring 2006 and collected data from that point.


Henderson AES Units

- 38 AES Units
  - 31 units has completed assessment process for at least the past 2 years
  - 7 units have developed mission statements, goals, outcomes/objectives, measures/methods; however, no data has been submitted in the past assessment cycle

Assessment at Henderson

- Assessment Team has been in place since 2003. Team meets regularly during fall and spring semesters (twice monthly).

- Currently implementing mini workshops to discuss each step of the assessment process.

Assessment Funnel

Typical   Desired

Plan
↓
Data Collection
↓
Data Analysis
↓
Data Utilization
↓
Follow-up
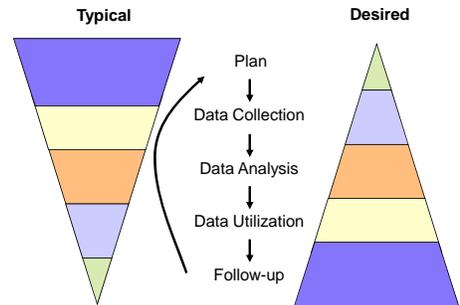
Purpose of TracDat

Annual Assessment Plans

Program Review

Accreditation Visits

– Departmental

– State

– National

Old Process:
Rewrite a plan every year.

New Process:
Process will become electronic where new data is added over time and reports can be generated automatically.

Overview of TracDat

Capture all types of data

– Quantitative (surveys, measures, etc.)

– Qualitative (observations, notes, etc.)

Track trends over time

Link data to standards

National criteria and standards (HLC)
State standards
Accreditations
University Mission, Goals
College Mission, Goals
Course Objectives
Student Learning Outcomes

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Administrative and Educational Support Unit Assessment

What is AES Assessment?

- It is the systematic and ongoing method of gathering, analyzing and using information from various sources about an administrative unit, using measured outcomes, in order to improve student support services.

- Assessment measures critical administrative processes in order to gather data that provides information about how they are meeting the stakeholder's needs and expectations.

Adapted from University of Central Florida

Why do assessment?

- External drivers
  - Regional and program-level accreditation
- Internal drivers
  - Good management
  - Quality motivation
  - Knowing where you are
  - Knowing where you have been
  - Knowing what is possible and how to get there

Fundamental Question

- "How well are our student learning and administrative (AES) services functioning?"

Institutional Effectiveness Planning

- It is characterized by:
  - Expected results (administrative objectives)
  - Means of assessment
  - Actual assessment results
  - The use of results to improve services

- You must do both strategic planning and institutional effectiveness planning.

Ask yourself…….

- Given the personnel and current resources, how can our unit improve its services?

AES units are asked to exercise caution in the use of assessment results as a justification for requests for additional resources.

Administrative Units

- provide services which maintain the institution and are essential to its operations, but do not impact directly the institutions instructional programs
  - Physical Plant
  - Institutional Research
  - Purchasing Department

Educational Support Units

- Are those units that contribute directly to student learning or instruction. Units provide services which directly impact students and learning.
  - Library
  - Career Services
  - Computer Services and Technology

AES Statements

- AES statements regarding what services the unit intends to accomplish are entirely acceptable since many of the units are removed from direct contact with the learning environment.

AES Outcomes/Objectives

- AES outcomes/objectives are either
  - "Process Oriented:" statements describing the support process or service
    - Examples:
      - Improve services to handicapped students
      - Transcript requests will be filled and returned promptly
  - "Outcomes Oriented:" direct impact upon students or clients served.
    - Examples
      - Students will be able to utilize the library's reference services efficiently
      - Graduates seeking employment will prepare an acceptable resume for presentation to potential employers

Administrative units will typically have process oriented objectives.
Educational Support units can have both process and outcomes oriented objectives.

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Assessment Planning:
Development of an Assessment Plan

Assessment

- Assessment is a continuous process for improvement
- In order to improve, you must know where you are today and where you would like to go
  - Mission (purpose)
  - Vision (where you would like to go)
  - Goals (steps to getting where you would like to be)
  - Outcomes/Objectives (what you need to achieve in order to get there)
  - Measures (how well you are currently doing)
- You must take action to improve
  - Analyze your unit to determine changes
  - Plan the changes
  - Take action

Assessment Must Be

- Meaningful = campus wide driven
- Manageable = takes into account varying resources
- Flexible = takes into account assessment learning curves
- Truth-seeking/objective/ethical
- Informs decisions for continuous improvement or provides evidence of proof
- Promotes a culture of accountability, of learning, and of improvement

Assessment Plan Components

- Mission
- Goals
- Outcomes/Objectives
- Measures/Methods
  - With criteria and by Outcomes
- Implementation of Assessment
  - Who is Responsible for What?
  - Timeline
- Results
- Decisions and Recommendations

Step 1: Mission Statement

Mission: Defines the fundamental purpose of an unit, basically describing why it exists.

The Unit Mission Statement should highlight the major functions of the unit and, where appropriate, describe services or functions provided as well as key procedures conducted by personnel employed therein.

Mission Statement

- Each program or unit will develop a mission statement related to the University Mission Statement
- A mission statement should :
  – State the primary purpose of your department or unit
  – Indicate your stakeholders
  – Include your function, operations, and offerings
  – Align your mission to the university mission statement
  – Ask yourself if your statement distinguishes the program from other units?

Mission Statement

"The mission of (your office name) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders)."

Add other clarifying statements

Concise (75 words or less)

Idea??

INVOLVE each of your staff by having them develop a list of the services provided by the office/unit.

The combined list of services to be discussed in the staff meeting provides a framework from which the Unit Mission Statement can emerge.

Reevaluate Mission Statement

- The Unit Mission Statement should be reevaluated each year at the time of reformulating unit administrative objectives.

Difference Between Goals & Outcomes/Objectives

- Difference between Goals and Outcomes/Objectives is in their scope (i.e., to direct improvement or development)
  – Both are related to intended outcomes
    • Goals describe broad concepts
    • Outcomes/Objectives describes specific aspects of processor, student abilities, knowledge, and attributes.

Step 2: Goals

- Broad statements
- General intentions
- Abstract
- Can't be validated

  Each goal will be linked to above units. (example: School, Vice President, University)

Step 3: Outcomes/Objectives

- Outcomes/Objectives are specific statements that focuses more on process and student development than on learning. They primarily describe what the unit is going to do and what its impact will be on their stakeholders.
- Outcomes/Objectives must relate back to the Institution Mission Statement.
- Types of Outcomes/Objectives
  - Process Oriented
  - Outcome Oriented
  - Satisfaction Oriented

Step 3: Outcomes/Objectives

- To (action verb) (object) (target) (time frame and other modifiers)

Examples: Outcomes/Objectives

- Timely response
- Accurate response
- Efficient operation
- Productive
- Satisfied customers
- Successful customers (e.g., students)

Evaluation of Outcomes/Objectives

- Relates to important elements in the mission
- At least 3-5 Outcomes/Objectives
- Each must be measureable
- States what the unit will accomplish or the intended outcome (what clients will think, know, or do)
- Includes targets and timeframes
- If measured, will they help the unit identify where to improve

Example

- To achieve a 90% satisfaction level with the quality of reporting by 2009
  - Performance Measures: The satisfaction levels on (a) usefulness of information, (b) timeliness, (c) format, and (d) accuracy of information based on attached point-of-service survey given to all units heads receiving reports

Measures/Methods

- Things affect the choice of an assessment tool:
  - Purpose of assessment
  - Subject of the assessment
  - Values of the audience for assessment
  - Availability, number, and willingness of participants
  - Information available at time
  - Resources needed and available

Evaluation of Measures/Methods

- Use of multiple measures
- Assessment instrument is provided
- Assessment instrument(s) is appropriate and feasible
- Sampling method is described
- Sampling methods are appropriate

Step 4: Collecting and Analyzing the Results

- Summarize the data actually collected when the planned assessment took place.

Step 5: "Closing the Loop"

- Description of how the data collected was used to make changes to improve services.
- Types of changes:
  - Organizational changes
  - Resource reallocation
  - Changes in procedures
  - Relation with the public and other units
  - Changes in assessment procedures
  - Changes to comply with regulatory requirements

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Thank you!

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