The Office of Planning & Institutional Effectiveness
Texas A&M University~ Corpus Christi

Presents:

Assessment Implementation in Administrative & Educational Support Units
Objectives

- Understand the purpose of the “Assessment Movement” and how it applies to the University today.
- Identify the various (SACS) assessment requirements for Administrative & Educational Support Unit services.
- Identify the “Assessment Process” from the development of goals to the use of assessment results in improving services.
Objectives

✓ Define & explain “Administrative Objectives” and “Criteria For Success” as they relate to AES unit assessment

✓ Produce an assessment plan with the “Five Column Model of Assessment”
Assessment:

It’s More Common Than You Might Think
Assessment:

It’s More Common Than You Might Think
The

‘Assessment Movement’

In

Higher Education
Assessment Implementation:

Federal Level

- **Early 1980’s**: Assessment Movement by several national committees required higher education reform.

- **1987**: The Federal Government (Secretary of Education - Dr. William Bennett) adopted the movement and required Regional Accreditation Agencies to measure the effectiveness of their Institutions.
Assessment Implementation:

State Level

- State Legislature implemented assessment initiatives, based on **Regional Accreditation requirements**, to allocate funding based on Institution performance.
Higher Education Institutions undergo a major ‘Mind-Shift’ and ‘switch gears’ to meet the newly created assessment requirements.
Assessment: The SACS Requirements for AES Units

1. Establish a clearly defined purpose which supports the institution’s purpose and goals.

2. Formulate goals which support the purpose of the unit being assessed.

Pulled from: Commission on Colleges, SACS, Criteria for Accreditation, 1998
Assessment: The SACS
Requirements for AES Units

3. Develop and implement procedures to evaluate the extent to which these goals are being achieved in the unit.

4. Use the results of the assessment to improve administrative and educational support services. Known as, “Closing the Loop”.

Pulled from: Commission on Colleges, SACS, Criteria for Accreditation, 1998
What does this ‘Assessment’ look like?
The Layers of Assessment

The Institutional Effectiveness Paradigm

- Expanded Statement of Purpose
  - Institutional Adjustments
  - Resource Availability Decisions

- Intended Outcomes or Objectives:
  - Educational Process
  - Research and Public Service
  - Administrative & Educational Support Services

- Use of Results
  - Administrative & Educational Support Services
  - Education/Service Improvement
  - Research and Public Service

- Service Improvement
  - Administrative & Educational Support Services

- Assessment Activities
  - Implementation of Unit/Program Assessment Plans

Feedback of Assessment Results

Fig. 1, P. 13; The Department’s Head Guide to Assessment Implementation. K & J. Nichols, 2000.
Why is ‘Assessment’ necessary?
Assessment provides us with valuable information.

Assessment...

- Identifies the links between the Extended Statement of Institutional Purpose, the Institutional Mission Statement and Goals, and the AES Mission Statement and Goals.
Assessment provides us with valuable information.

Assessment...

➢ Identifies how efficient we’re currently operating and how we can improve.

➢ Helps us to see how our services compare to services offered by similar Institutions.
Assessment provides us with valuable information.

Assessment...

➢ Allows us to see how far we have come in meeting our goals.

➢ Allows us to see if we’re measuring what really should be measured, or, looking at the right gauges.
Assessment provides us with valuable information.

Assessment...

- Becomes the *most effective tool* in improving Institutional services through the *use of its results*. 
Isn’t the University already using ‘Assessment’ through its Strategic Plan?
Yes...

Strategic Planning is one of the key methods of University assessment.

However, the University must use both Strategic Planning and Institutional Effectiveness Planning to comply with SACS accreditation requirements.
What’s the difference?
Assessment: A Difference in Orientation

The Relationship of Types of Planning at an Institution

Strategic Planning is Means/Process Oriented

Answers Question:
What actions should we take to implement the Expanded Statement of Institutional Purpose?

Inform the Planning Process

Institutional Effectiveness Planning is Ends/Outcomes Oriented

Answers Question:
How well are our students learning and administrative services (AES) functioning?

Fig. 3, P. 18; The Department’s Head Guide to Assessment Implementation. K & J. Nichols, 2000.
What steps does each AES Unit need to follow when creating an Institutional Effectiveness Plan for Assessment?
Creating the AES Unit
Assessment Plan

1. Establish a *link* between the ESIP and the AES Unit.

**Basically:**

*Identify* which portions of the ESIP are supported by the AES Unit.
Creating the AES Unit Assessment Plan

2. Prepare the AES Unit Mission Statement.

**Basically:**

Use the statement to create a *link* between the ESIP and the unit’s objectives.
Creating the AES Unit Assessment Plan

3. Formulate the Administrative Objectives.

**Basically:**

The objectives are the *unit goals/outcomes*. These goals will determine the type of assessment tool needed to collect data.
Creating the AES Unit Assessment Plan

4. Identify:
   Means of Assessment & Criteria for Success.

   *In other words*:
   1. Select your assessment tool.
   2. Determine how & when to use it.
   3. Identify the unit’s expected level of performance.
What comes next in the Assessment process?
The AES Unit:

5. Conducts **Assessment Activities** to measure its current function/service level. Measurements are either:

- Quantitative
- Qualitative
The AES Unit:

6. Documents **Use of Results** for **Service Improvements**.
The AES Unit:

Steers itself into the right direction by “Closing the Loop”. The AES Unit uses the results to improve its services.
How does the AES Unit verify its participation in the Assessment Process?
The AES Unit:

Springs into action by creating an assessment paper trail that is:

- Concise
- Focused
- Simple to understand
How is this done?
By creating the ‘*Five Column Model*’:

- **Institutional Mission/Goals Reference**
- **Administrative Objectives**
- **Means of Assessment/Criteria for Success**
- **Summary of Data Collected**
- **Use of Results**
Let’s shed some light on this and take a closer look…
University Office of Research
Five-Column Model

Institutional Mission/Goals
Reference
The university will concentrate graduate
education and research in areas of strength
consistent with the Focus Areas.

Unit Mission
Statement
Provide effective leadership through
the promotion and support of quality
research and sponsored program
activities for university faculty both
individually and through collaborative
efforts with other research
universities.

Administrative Objectives
1. Increase the number of faculty research and
sponsored program applications to external
agencies.

2. Increase the number of principal investigators
(PI’s) who submit external research and sponsored
project applications.

3. Increase the number of research-related office
sponsored workshops for faculty PI’s

4. Proposals submitted will be more successful.

Means of Assessment & Criteria for Success
1. Review of Office of Research database will
reveal a 10% increase in research and sponsored
programs applications over the previous year.

2. Review of the office database will reveal an
increase in the total number of principal investigators
submitting proposals by 10.

3. Review of office schedule will indicate
more workshops offered.

4. The ratio of proposals accepted (funded) to
proposals submitted will improve over the past year
as shown by Office of Research records.

Summary of Data Collected
1. Number of external proposals submitted totaled
377. This was a decrease of
6.4%. Even with a decrease in
the number of proposals
submitted, there was a major
increase in the amount
requested over the previous
year.

2. The number of un-
duplicated PI’s submitting
proposals increased by a total
of 23 from 111 in FY 98-99 to
134 in FY 99-00.

3. In FY 98-99, seven Office
of Research workshops were
held for faculty PI’s. In FY
99-00, the number of
workshops increased to nine.

4. In FY 98-99 the ratio of
proposals submitted (377) to
proposals funded (253) was
1.49 to 1. In FY 99-00 the
ratio was 1.40 (374) to 1
(268). However, a sharp drop
in the acceptance rate of
proposals from the natural

Use of Results
1. The Office of Research
increased Email
 correspondence and
 encouraged more PI’s to
submit worthy proposals for
funding consideration.

2. No further action required
at this time. Committee
established to select outcome
for next iteration.

3. Focus of workshop related
assessment shifted to the results
(proposals) of workshop
activities.

4. It was determined that
several highly productive
researchers in these disciplines
had left the university and been
replaced by inexperienced,
young faculty. Special support
services (workshops, writing
assistance, etc.) provided to
researchers in the natural

Fig. 48, P. 107; The Department’s Head Guide to Assessment Implementation. K & J. Nichols, 2000.
That’s it?
No...

Documenting the Assessment process requires the information from the ‘Five Column Model’ to be transferred onto the Assessment Record Report.
Let’s shed some light on this process and take a closer look…
### Transition Five-Column Model to Assessment Record

**Career Center**

**COLUMIN 1**

**Institutional Mission/Goals Reference**

Goal 6... The University will continue to develop leadership and to instill in its students a sense of...........career and placement counseling

**Unit Mission Statement:**

...to assist students in transition from academia to the world of work by preparing students for life after graduation....the Career Center offers services which include: career counseling; 3 classes for academic credit; workshops and seminars on career-related subjects; assistance....

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**ASSESSMENT REPORT**

**FOR**

(Administrative or Educational Support Unit)

(Assessment Period Covered) (Date Submitted)

**Expanded Statement of Institutional Purpose Linkage:**

**Institutional Mission/Goal(s) Reference:**

**Administrative or Educational Support Unit Mission Statement:**

**Intended Administrative Objectives:**

1. 
2. 
3. 

*Form B*

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*Fig. 42, P. 98; The Department’s Head Guide to Assessment Implementation. K & J. Nichols, 2000.*
Transition Five-Column Model to Assessment Record

COLUMNS

Administrative Objectives

1. Graduates will be satisfied with services provided by the Career Center.

2. Students will be aware of employment opportunities.

3. The number of opportunities for students to find employment will increase.

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission/Goal(s) Reference:

Administrative or Educational Support Unit Mission Statement:

Intended Administrative Objectives:

1. 

2. 

3. 

Form B

Fig. 43, P. 99; The Department’s Head Guide to Assessment Implementation. K & J. Nichols, 2000.
## Transition Five-Column Model to Assessment Record

### COLUMN 2
**Administrative Objectives:**
1. Graduates will be satisfied with services provided by the Career Center.

### COLUMN 3
**Means of Assessment & Criteria for Success:**
1a. Respondents will indicate on graduating student survey an average rating of 3.4 or higher as to satisfaction with Career Center.
1b. 95% of students completing a point-of-contact survey will be “very satisfied” or “satisfied” with their “overall experience” with the Career Center. On no individual item (10 items) will more than 10% of students respond “dissatisfied” or “very dissatisfied”.
2a.
2b.
3a.
3b.

### ASSESSMENT REPORT
FOR

(Administrative or Educational Support Unit)

(Assessment Period Covered) (Date Submitted)

**Intended Administrative or Educational Support Objective:**

**NOTE:** There should be one Form C for each administrative objective listed on Form B. Administrative unit objective should be restated in the box immediately below and the administrative objective number entered in the blank spaces.

1. 

**First Means of Assessment for Objective Identified Above:**

1a. Means of Unit Assessment & Criteria for Success:

1a. Summary of Assessment Data Collected:
1a. Use of Results to Improve Unit Services:

**Second Means of Assessment for Objective Identified Above:**

1b. Means of Unit Assessment & Criteria for Success:

1b. Summary of Assessment Data Collected:
1b. Use of Results to Improve Unit Services:

**Form C**

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*Fig. 44, P. 100; The Department’s Head Guide to Assessment Implementation. K & J. Nichols, 2000.*
Fig. 45, P. 101; The Department's Head Guide to Assessment Implementation. K & J. Nichols, 2000.
COLUMN 5

Use of Results to Improve Unit Services:

1a. While criteria for success were met, workshops have been held by Career Center staff in conjunction with International Services to provide direct services to international students. Collecting material from University of Texas’ program.

1b. Career Center staff have located several new technical sources of career information. New work stations are being created using computer hardware donated by recruiting companies.

2a.

2b.

3a.

3b.

Fig. 46, P. 102; The Department's Head Guide to Assessment Implementation. K & J. Nichols, 2000.
Then what happens with the AES Unit Assessment Report Record?
The findings from each of the AES Unit’s Assessment Report Records are compiled and formatted into one report, known as the Assessment Record Book.

Records are maintained for 8-10 years, as per SACS requirements.
Are the assessment requirements the same for external services & organized research
Yes!

External units who provide services to clientele, other than students, on behalf of the University are required to comply with SACS assessment procedures.
Basically, assessment is meant to be a tool for measuring effectiveness for all AES Services...
Right!

Assessment, if used correctly, can aid an institution in:

✓ Helping the AES unit understand its requirement to support the ESIP through the services it provides,

✓ Providing professional staff the opportunity to identify the AES unit administrative objectives,
Right!

Assessment, if used correctly, can aid an institution in:

- Regularly using assessment activities to easily measure the current levels of effectiveness in AES unit services,
- Keeping the process easy through consistent, easy to read, well maintained records, and...
Right!
Assessment, if used correctly, can aid an institution in:

✓ Using the results to improve or enhance services... known as “Closing the Loop”