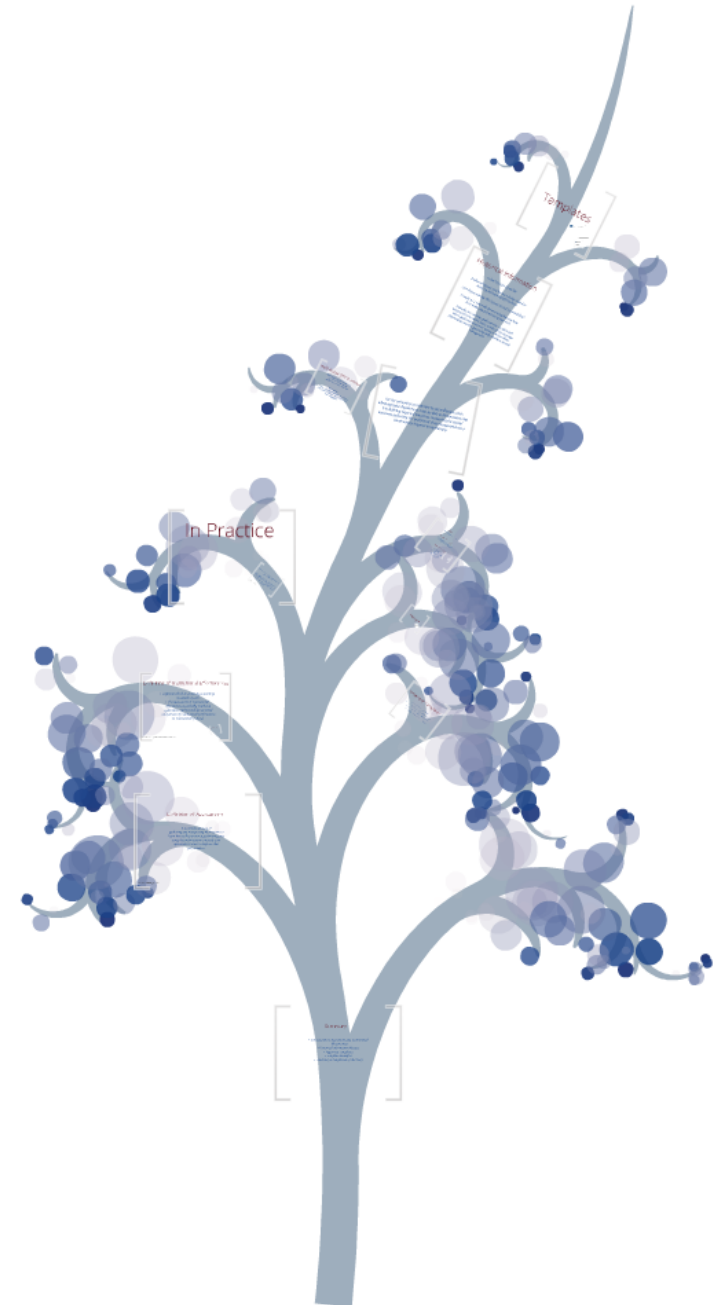


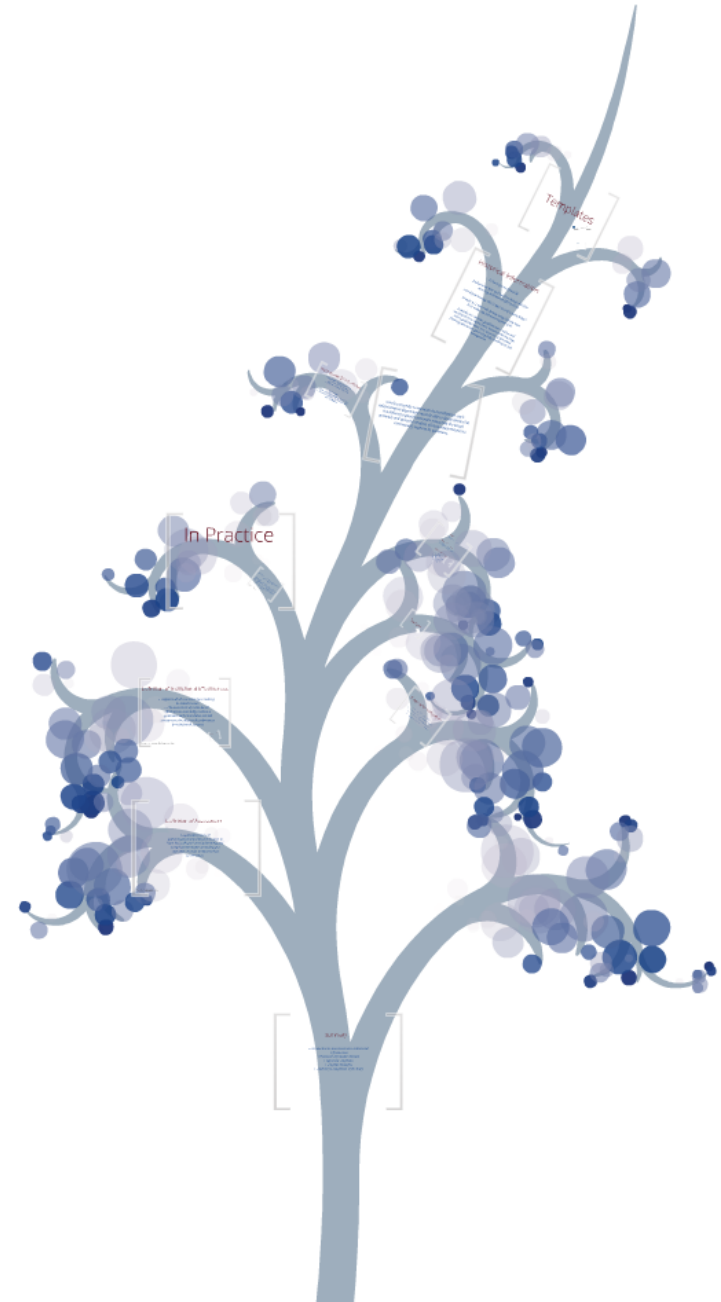
# A guide to documenting Institutional Effectiveness

## *for Administrative Support Units*



# A guide to documenting Institutional Effectiveness

## *for Administrative Support Units*



# Summary

- *Introduction to Assessment and Institutional Effectiveness*
  - *Historical Information Needed*
    - *Approved Templates*
    - *Template Examples*
  - *Timeline for Completion of the Draft*

# Definition of Assessment

*A systematic process of gathering and interpreting information to learn how well your unit is performing, and using that information to modify your operations in order to improve that performance.*

Source: [www.gsu.edu](http://www.gsu.edu)

# Definition of Institutional Effectiveness

- *Degree to which a university is meeting its stated mission.*
  - *The assessment of institutional effectiveness essentially involves a systematic, explicit and documented comparison of institutional performance to institutional purpose.*

What the Principles of Accreditation say:  
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.

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# In Practice

Assessment is a regular and continuous effort to improve the effectiveness of your unit.

Institutional Effectiveness raises the unit of analysis through assessment of support service functioning at the unit level to the institution level via linked levels of reporting on results and use of that information in forward-oriented planning processes.

J. Joseph Boice, Ed.D., Georgia Tech

*Assessment is a regular and continuous effort to improve the effectiveness of your unit.*

*Institutional Effectiveness raises the unit of analysis through assessment of support service functioning at the unit level to the institution level via linked levels of reporting on results and use of that information in forward-oriented planning processes.*



# Institutional Effectiveness:

- *Pervades Principles of Accreditation*
  - *In SACS Criteria since 1984*
  - *Reflection and action is required*

## *Benchmarks:*

- *At least two cycles of assessment done in FY13*
  - *Being able to document actions taken as a result of assessment*

*For the university to maintain its accreditation, each administrative department must be able to demonstrate that it is defining expected outcomes, measuring the actual outcomes and using the analysis of those measurements to continuously improve its operations.*

# Historical Information

*Go back 5 years if possible*

*Explain what your unit has been doing related to assessing Institutional Effectiveness*

*How do you manage this in your area of responsibility?*

*Provide ANY materials documenting that you have been analyzing and assessing your unit*

*Examples are: surveys, goal/outcome creation and assessment on a routine basis, minutes from meetings where goals/outcomes were assessed, action plans, planning documents, governing body involvement and management...*

# Templates

UNIVERSITY OF EXETER  
STUDENT SUPPORT SERVICES

• HOW TO USE THIS FORM

Section	Details	Comments
1. Student Information	Name: _____ Matriculation Number: _____ Course: _____	
2. Reason for Request	Describe the reason for your request in detail, including any relevant dates and circumstances.	
3. Proposed Solution	Describe the proposed solution and how it will address the issue.	
4. Other Information	Any other relevant information or supporting documents.	
TOTAL		
DATE		
SIGNATURE		

UNIVERSITY OF EXETER  
STUDENT SUPPORT SERVICES

Section	Details	Comments
5. Additional Information		
6. Final Remarks		
TOTAL		
DATE		
SIGNATURE		



**Institutional Effectiveness Planning**

★ REPORTING YEAR 2012-2013 ★

**Texas A&M University - Commerce Matrix for UNIVERSITY SUPPORT SERVICES (3.3.1.2 – 3.3.1.5)**

Department: \_\_\_\_\_ Division: \_\_\_\_\_ Contact Email: \_\_\_\_\_

Mission Statement	Goals or Objectives (Outcomes) <b>for 2012-2013</b>	Guiding Principles	Means of Assessment & Criteria for Success	Analysis of Data Collected	Use of Results <i>Including Modifications, Timelines, Requirements &amp; Resources</i>
Cite the mission statement.	What are the specific goals or objectives of the support services unit?	Link each outcome to all guiding principle(s) that apply: -Diversity -Service -Student Success -Stewardship -Globalization -Research -Communication	What are the specific assessment tools that established the scope of what was achieved?  What is the criterion (prediction) for success? (e.g. expected percentage of change; changes in numbers)	Summarize findings vis-à-vis outcomes, means of assessment, & criteria for success. If applicable, include the unit's process for determining who participated in the assessment and the sample size.  What do the data tell us about this process in terms of goals, outcomes, and means of assessment, defined criteria for success, implementation process, and data collection?	What does the data indicate about operations improvement: <ul style="list-style-type: none"> <li>• What, if anything, needs to be done?</li> <li>• What resources are necessary to accomplish this?</li> </ul> What improvements have already been made?  Will the goal remain the same for 2013-2014? Will the assessment?
	Goal #1				
	Goal #2				
	Goal #3				



**Institutional Effectiveness Planning**

**Texas A&M University - Commerce Matrix for EDUCATIONAL PROGRAMS (3.3.1.1)**

★ REPORTING YEAR 2012-2013 ★

Program Name: \_\_\_\_\_

Programs offered at more than one of the following require a separate matrix:

Commerce Campus   
  Online (Specify percent)  25%     50%     100%  
 Off-Campus (Specify location) \_\_\_\_\_

Department: \_\_\_\_\_ College: \_\_\_\_\_ Contact Email: \_\_\_\_\_

Program Mission Statement	Student Learning Outcomes for 2012-2013	Guiding Principles	Means of Assessment & Criteria for Success	Analysis of Data Collected	Use of Results Including Modifications, Timelines, Requirements & Resources
Cite the program mission statement.	What will students be able to think, know, do, or feel because of a given educational experience in a course or a program?  Which institutional imperative is SLO linked to?  SLOs may be known as goals and/or objectives of program.	Link each SLO to all guiding principle(s) that apply: -Diversity -Service -Student Success -Stewardship -Globalization -Research -Communication	What are the specific assessment tools that established the scope of what was achieved?  What is the criterion (prediction) for success? e.g. expected percentage of change; changes in numbers; a certain number will achieve this SLO; the number that will meet this SLO. In other words, what statement reflects how we know students learned what there were expected to?	Summarize findings vis-à-vis outcomes, means of assessment, & criteria for success. If applicable, include the program's process for determining who participated in the assessment and the sample size.  What do the data tell us about this process in terms of goals, outcomes, and means of assessment, defined criteria for success, implementation process, and data collection?	What does the data indicate about program improvement: <ul style="list-style-type: none"> <li>• What, if anything, needs to be done at the program level to improve student learning?</li> <li>• What resources are necessary to accomplish this?</li> </ul> What improvements have already been made?  Will the SLO remain the same for 2013-2014? Will the assessment?
	SLO #1				
	SLO #2				
	SLO #3				

# Mission

*Cite the mission of the individual unit*

# Goals or Objectives

*What are the specific goals or objectives of the support services unit (pick 3)*

# Guiding Principle(s)

*Link each outcome to all guiding principles that apply:  
Diversity, Service, Student Success, Stewardship, Globalization, Research, Communication*

## Means of Assessment & Criteria for Success

*What are the specific assessment tools that established the scope of what was achieved?*

*What is the prediction for success? (e.g. expected percentage of change, change in numbers)*

### Analysis of Data Collected

*Summarize findings*

*What does the data tell us?*

### Use of Results

*Include modifications, timelines, requirements, and/or new resources required to achieve outcome*

*What if anything needs to be done?*

*What improvements have already been made? Will the goal remain the same for FY17? Will the assessment remain the same for FY18?*



# Means of Assessment & Criteria for Success

*What are the specific assessment tools that established the scope of what was achieved?*

*What is the prediction for success? (e.g. expected percentage of change; changes in numbers)*

## Analysis of Data Collected

*Summarize findings*

*What does the data tell us?*

Remember to add department, division/college and contact e-mail at the top. For educational program, check the boxes for method of delivery.

## Use of Results

*Include modifications, timelines, requirements, and/or new resources required to achieve outcome*

*What if anything needs to be done?*

*What improvements have already been made*

*Will the goal remain the same for FY14?*

*Will the assessment remain the same for FY14?*



Remember to add  
department,  
division/college and contact  
e-mail at the top. For  
educational program, check  
the boxes for method of  
delivery.

# Example



The image shows a tilted document page, likely a form or report, with a table structure and various text elements. The document is rotated approximately 30 degrees clockwise. The table has several columns and rows, with some cells containing text and others appearing to be empty or containing small icons. The document is set against a light blue background with a white border.



**Institutional Effectiveness Planning**

**Texas A&M University - Commerce Matrix for UNIVERSITY SUPPORT SERVICES (3.3.1.2 – 3.3.1.5)**

★ REPORTING YEAR 2012-2013 ★

Department: Emerging Financial Services Division: VBPA Contact Email: cheryl.scott@tamuc.edu

Mission Statement	Goals or Objectives (Outcomes) for 2012-2013	Guiding Principles	Means of Assessment & Criteria for Success	Analysis of Data Collected	Use of Results Including Modifications, Timelines, Requirements & Resources
To analyze, interpret and provide financial data, and develop decision models in support of financial decisions related to emerging financial initiatives of Texas A&M University - Commerce.	What are the specific goals or objectives of the support services unit?	Link each outcome to all guiding principle(s) that apply: -Diversity -Service -Student Success -Stewardship -Globalization -Research -Communication	What are the specific assessment tools that established the scope of what was achieved?  What is the criterion (prediction) for success? (e.g. expected percentage of change; changes in numbers)	Summarize findings vis-à-vis outcomes, means of assessment, & criteria for success. If applicable, include the unit's process for determining who participated in the assessment and the sample size.  What do the data tell us about this process in terms of goals, outcomes, and means of assessment, defined criteria for success, implementation process, and data collection?	What does the data indicate about operations improvement: <ul style="list-style-type: none"> <li>• What, if anything, needs to be done?</li> <li>• What resources are necessary to accomplish this?</li> </ul> What improvements have already been made?  Will the goal remain the same for 2013-2014? Will the assessment?
	Goal #1 Expand EFS presence in the academic areas so these areas will know what services are available to assist them.	Service, Communication	Survey sent out to customers every 6 months; expand customer base; achieve at least 90% customer satisfaction	Sent to customers who contacted EFS during the prior 6 month period; 91% satisfaction score	Need to review program costs and revenue before the application for accreditation- an institutional committee was created; Monthly updates on revenue/expenses may be interesting- More timely reports have been produced regarding EFS activities
	Goal #2				
	Goal #3				



**Institutional Effectiveness Planning**

**Texas A&M University - Commerce Matrix for EDUCATIONAL PROGRAMS (3.3.1.1)**

★ REPORTING YEAR 2012-2013 ★

Program Name: BBA Accounting

Programs offered at more than one of the following require a separate matrix:

Commerce Campus     Online (Specify percent)  25%     50%     100%  
 Off-Campus (Specify location) \_\_\_\_\_

Department: Accounting

College: CBE

Contact Email: Virginia.fullwood@tamuc.edu

Program Mission Statement	Student Learning Outcomes for 2012-2013	Guiding Principles	Means of Assessment & Criteria for Success	Analysis of Data Collected	Use of Results Including Modifications, Timelines, Requirements & Resources
<p><b>The Bachelor of Business Administration, Accounting program provides students with the ability to achieve competency in internal control systems, managerial accounting, income tax accounting, financial accounting, and not-for-profit accounting.</b></p>	<p><i>What will students be able to think, know, do, or feel because of a given educational experience in a course or a program?</i></p> <p><i>Which institutional imperative is SLO linked to?</i></p> <p><i>SLOs may be known as goals and/or objectives of program.</i></p>	<p><i>Link each SLO to all guiding principle(s) that apply:</i></p> <ul style="list-style-type: none"> <li>-Diversity</li> <li>-Service</li> <li>-Student Success</li> <li>-Stewardship</li> <li>-Globalization</li> <li>-Research</li> <li>-Communication</li> </ul>	<p><i>What are the specific assessment tools that established the scope of what was achieved?</i></p> <p><i>What is the criterion (prediction) for success? e.g. expected percentage of change; changes in numbers; a certain number will achieve this SLO; the number that will meet this SLO. In other words, what statement reflects how we know students learned what there were expected to?</i></p>	<p><i>Summarize findings vis-à-vis outcomes, means of assessment, &amp; criteria for success. If applicable, include the program's process for determining who participated in the assessment and the sample size.</i></p> <p><i>What do the data tell us about this process in terms of goals, outcomes, and means of assessment, defined criteria for success, implementation process, and data collection?</i></p>	<p><i>What does the data indicate about program improvement:</i></p> <ul style="list-style-type: none"> <li>• <i>What, if anything, needs to be done at the program level to improve student learning?</i></li> <li>• <i>What resources are necessary to accomplish this?</i></li> </ul> <p><i>What improvements have already been made?</i></p> <p><i>Will the SLO remain the same for 2013-2014? Will the assessment?</i></p>
	<p>SLO #1 Students will be practical decision makers.</p> <p><b>Objective:</b> Developing the skills to critically analyze accounting issues facing organizations.</p>	<ul style="list-style-type: none"> <li>-Student Success</li> <li>-Globalization</li> <li>-Communication</li> </ul>	<ul style="list-style-type: none"> <li>-Major Field Test</li> <li>-Course LOM (Projects, Portfolios, Presentations, Exams)</li> <li>-Student Survey</li> </ul>	<p><b>-MFT scores were lower than the prior year (84%); however, they're within the department's established standard of success, set at 80%.</b></p> <p><b>-LOM summaries further indicate students achieved at the acceptable or better levels.</b></p>	<p><b>No modifications are recommended at this time.</b></p>
	<p>SLO #2</p>				
	<p>SLO #3</p>				

# Timeline for Completion

*Committee Meeting- Week of September 24th*

*Individual Unit Meetings- Weeks of September 24th and October 1st*

*Unit Templates and Narrative Information Due- October 19th*

*Narrative Draft Due to Steering Committee- November 16th*