A guide to documenting Institutional Effectiveness

for Administrative Support Units
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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
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.
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.
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
<table>
<thead>
<tr>
<th>Mission Statement</th>
<th>Goals or Objectives (Outcomes) for 2012-2013</th>
<th>Guiding Principles</th>
<th>Means of Assessment &amp; Criteria for Success</th>
<th>Analysis of Data Collected</th>
<th>Use of Results Including Modifications, Timelines, Requirements &amp; Resources</th>
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<tbody>
<tr>
<td>Cite the mission statement.</td>
<td>What are the specific goals or objectives of the support services unit?</td>
<td>Link each outcome to all guiding principle(s) that apply: Diversity -Service -Student Success -Stewardship -Globalization -Research -Communication</td>
<td>What are the specific assessment tools that established the scope of what was achieved?</td>
<td>Summarize findings vis-à-vis outcomes, means of assessment, &amp; criteria for success. If applicable, include the unit's process for determining who participated in the assessment and the sample size.</td>
<td>What does the data indicate about operations improvement: • What, if anything, needs to be done? • What resources are necessary to accomplish this? What improvements have already been made? Will the goal remain the same for 2013-2014? Will the assessment?</td>
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<tr>
<td>Goal #1</td>
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<td>Goal #2</td>
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<td>Goal #3</td>
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# Institutional Effectiveness Planning

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

**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:**

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<td>Cite the program mission statement.</td>
<td>What will students be able to think, know, do, or feel because of a given educational experience in a course or a program?</td>
<td>Link each SLO to all guiding principle(s) that apply: Diversity Service Student Success Stewardship Globalization Research Communication</td>
<td>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?</td>
<td>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. 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?</td>
<td>What does the data indicate about program improvement: • What, if anything, needs to be done at the program level to improve student learning? • What resources are necessary to accomplish this? What improvements have already been made? Will the SLO remain the same for 2013-2014? Will the assessment?</td>
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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; changes 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 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
**Institutional Effectiveness Planning**

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

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

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<td>To analyze, interpret and provide financial data, and develop decision models in support of financial decisions related to emerging financial initiatives of Texas A&amp;M University - Commerce.</td>
<td><strong>What are the specific goals or objectives of the support services unit?</strong></td>
<td><strong>Link each outcome to all guiding principle(s) that apply:</strong></td>
<td><strong>What are the specific assessment tools that established the scope of what was achieved?</strong>&lt;br&gt;<strong>What is the criterion (prediction) for success? (e.g. expected percentage of change; changes in numbers)</strong></td>
<td><strong>Summarize findings vis-a-vis outcomes, means of assessment, &amp; criteria for success. If applicable, include the unit’s process for determining who participated in the assessment and the sample size.</strong>&lt;br&gt;<strong>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?</strong></td>
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| **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)

**Program Name:** BBA Accounting  
**Department:** Accounting  
**College:** CBE  
**Contact Email:** Virginia.fullwood@tamuc.edu  
**X Commerce Campus**  
**Online (Specify percent):** 25%  
**Off-Campus (Specify location):**  

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| 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. | 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 they 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:  
- What, if anything, needs to be done at the program level to improve student learning?  
- What resources are necessary to accomplish this?  
What improvements have already been made? Will the SLO remain the same for 2013-2014? Will the assessment? |

**SLO #1**  
Students will be practical decision makers.  
**Objective:** Developing the skills to critically analyze accounting issues facing organizations.  
-Student Success  
-Globalization  
-Communication  

**SLO #2**

**SLO #3**

-MFT scores were lower than the prior year (84%), however, they’re within the department’s established standard of success, set at 80%. -LOM summaries further indicate students achieved at the acceptable or better levels.
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