



Administrative: Clear and Systematic Assessment

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Your current A&A Team @ the U

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Topics

- A. We heard you...**
- B. Overview of Administrative Assessment**
- C. Clear and Systematic Assessment**
- D. Closing the Loop**



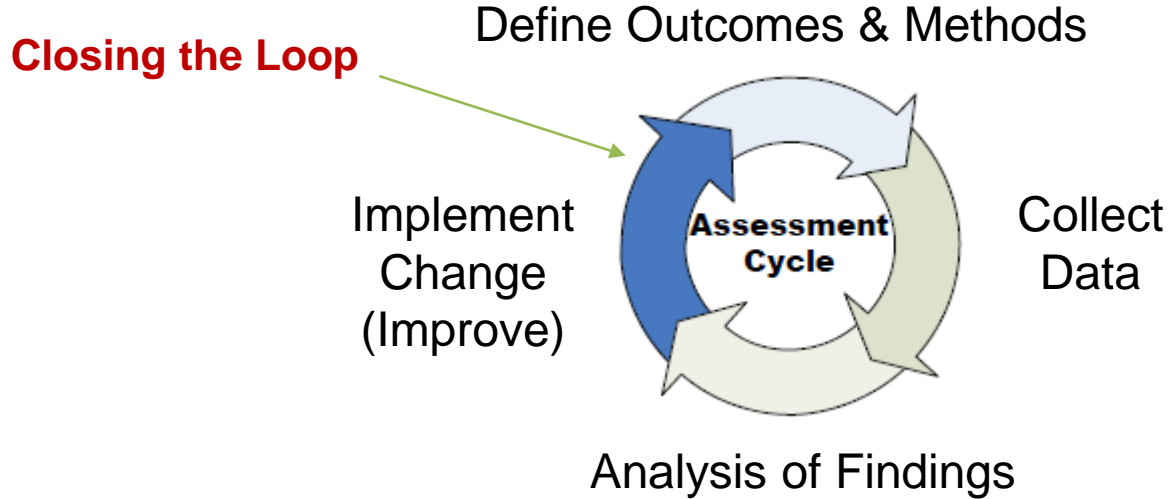
We heard you...

We are moving towards simplicity and effectiveness:

- ❖ New Assessment Plan Template and Review Checklist
- ❖ New Assessment Reporting Template and Review Checklist
- ❖ New Online Assessment Management System (forthcoming)
- ❖ New staff members at OAA

<http://oaa.miami.edu/assessment/administrative-assessment/index.html>

Overview of Administrative Assessment





Why clear and systematic assessment?

- ❖ Shows degree that University's mission is being met
- ❖ Assists in making informed, evidence-based decisions
- ❖ Benefits internal and external constituents
- ❖ Minimizes costs, maximizes resources
- ❖ Promotes reliable services
- ❖ Improve continuously on your services or operations

INSTITUTIONAL EFFECTIVENESS (IE)

IE standard per...

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC):

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves the outcomes [your Methods should indicate this], and **provides evidence of improvement based on analysis of the results.**



Let's review...

- ❖ Have you identified **clearly defined**, **measurable** outcomes that aligns with your daily operations
- ❖ Does your **data and analysis of findings** show the **extent** that the outcomes are met?
- ❖ Did / do your findings **lead to changes to improve** on any of these outcomes? And if not, what changes /actions are you going to make as a result?



Types of Administrative Support Services

- ❖ **Administrative Support Services** – support the mission of the university
(e.g., budget and finance, facilities, compliance, registrar, admissions)
- ❖ **Academic and Student Support Services** – support directly or indirectly student learning experiences
(e.g., library, career services, advising, student affairs, athletics, registrar)
- ❖ **Research Support Services** – aim to increase and/or improve engagement in research activities
(e.g., centers and institutes, education innovation, research administration)
- ❖ **Community Support Services** – aim to increase and/or enhance community engagement/public service
(e.g., community engagement, student affairs, centers and institutes)



Who should do the report?

- ❖ Someone who has expertise in the services provided
- ❖ Someone who has a say in terms of making changes
- ❖ Someone who will be available throughout the assessment cycle (for continuity)
- ❖ Someone who can easily access data and/or assignments



Clear and Systematic Assessment



PLANNING IS MORE THAN $\frac{1}{2}$ THE BATTLE

- ❖ Aligns your activities with the university's mission and strategic plans
- ❖ Ensures you follow through with an assessment plan that fits your needs
- ❖ Lets you collect the right data



Mission, Goals, and Outcomes

- ❖ Mission: Provides a comprehensive overview of what administrative unit does in alignment with UM's mission and strategic plan (**broadest**)
- ❖ Goals: Indicates primary functions and main activities that aligns with unit's mission (**broad**)
- ❖ Outcomes: Specifies a service, activity, function that aligns to mission and goals in measurable terms (**narrowest**)



Outcomes can be...

- ❖ **Outcome statements:** Gains you want those you serve to make
What can someone do after interacting with your unit?

- ❖ **Process statements:** Accomplishments of your unit's functions...
 - Level or volume of activity
 - Efficiency with which you conduct the processes
 - Compliance with external standards or regulations

- ❖ **Satisfaction statements:** Client satisfaction with your unit's processes or services.



Outcomes should be S.M.A.R.T

- ❖ **Specific** – highlights unit's unique contribution to the university
- ❖ **Measurable** – quantifiable to determine **extent** that outcome was met
- ❖ **Attainable** – outcome can be achieved within appropriate time and resources
- ❖ **Relevant** – shows activity directly linked to the key processes and services of unit
- ❖ **Timely** – can be done within a set time frame



Effective outcome terminology

- ❖ ...will increase or reduce...
- ❖ ...will be satisfied with...
- ❖ ...will comply with...
- ❖ ...will be complete a process effectively...
- ❖ ...will enhance or improve
- ❖ ...will complete a project / task by end of...
- ❖ ...will assist students with...
- ❖ ...students will be able to...



Outcome Activity

1. **Introduce yourself to someone who is not in your unit**
2. **Exchange with the person one outcome your unit has**
3. **Discuss whether you believe their outcome is S.M.A.R.T**



Assessment Method...

- ❖ Aligns with your outcomes
- ❖ Demonstrates a clear and systematic process of assessing outcomes
- ❖ Yields granular data (sufficient data to see successes and weaknesses)
- ❖ Yields data that shows extent or degree that outcome has been met
- ❖ Can include quantitative and qualitative data



Pre-Method: Quantitative Data

- **Quantitative** data used more often by administrators (e.g., survey items, counts, IR reports, evaluation forms)
- **Quantitative** data may:
 - ✓ Be quick and accessible
 - ✓ Shows trends
 - ✓ Be clean and more manageable



Pre-Method: Qualitative Data

- **Qualitative** data stem from Focus Groups, Interviews, Questionnaires, and Surveys
- **Qualitative** data may:
 - ✓ Be more informative
 - ✓ Add value to quantitative data
 - ✓ Give insight into strengths and weaknesses



Assessment Method (p1)

Assessment Data Type: What are you assessing?

- ❖ **Attitudinal** – client satisfaction from those you serve
- ❖ **Direct** – counts of activities or services
- ❖ **External** – validation (neutral party, auditor, professional standards)



Assessment Method (p2)

Instrument and Frequency: How are you assessing? When or how often do you assess?

- ❖ Software, database, online program, survey, focus groups...
(no acronyms and describe it)
- ❖ Quarterly, Bi-annual, once a year



Assessment Method (p3)

Target: What is the measurable target, expectation or criteria you to achieve the outcome?

Aim for a criterion level that stretches your unit's performance:

- 95 percent of our users will be "very satisfied or satisfied" with our services
- At least 80 percent of staff members will participate in training
- 90 percent of the forms will be processed without errors.



Method Activity

- 1. Return to your partner**
- 2. Exchange with the person the method used for the outcome you shared earlier**
- 3. Determine if it measures the outcome, is clear and systematic, and if it answers all 3 questions**



Pre-Assessment

- ❖ Check your outcomes and methods to ensure clear and systematic assessment and alignment
- ❖ Strategize on who, how and when you will collect the data
- ❖ Inform your team / unit of what you are doing and the rationale
- ❖ Set timelines and reminders to collect data



Conducting Assessment / Data Collection

- ❖ Follow your assessment plan – only collect what you need
- ❖ Collect data for EVERY outcome and method
- ❖ Record and organize your data using indicated instrument
- ❖ Store your data in safe and shared location – all assessment



Quantitative Data Reporting & Presentation

- ❖ Make sure you provide data for ALL outcomes
- ❖ Tabulate all your responses and eliminate duplicates
- ❖ Give annual averages – give rational if otherwise
- ❖ Use clearly labeled, colored tables, graphs, and/or charts
- ❖ Report on only the current assessment cycle
(multiple years not necessary)



Presenting Qualitative Data

- ❖ Make sure it aligns with your outcomes and methods
- ❖ Only write a few examples – choose wisely
- ❖ Do not provide any identifiers – anonymity is important
- ❖ Make sure you write narrative exactly as is
- ❖ Clearly label so reviewer can follow

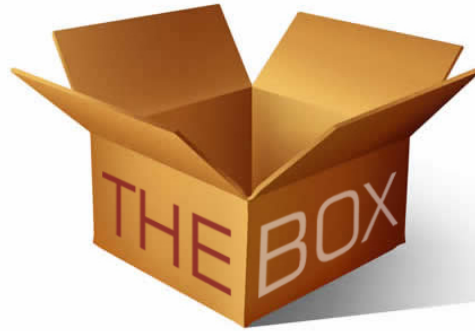


Data Analysis

- ❖ Analyze your findings with a team
- ❖ Analyze EACH and ALL outcomes
- ❖ **Indicate whether target was met or not for EACH outcome**
- ❖ If you didn't meet the target, indicate rationale for not meeting target
- ❖ Analyze gaps in the data for EACH outcome
- ❖ Speak of successes as well as areas that need improvement

CLOSING THE LOOP

thinking





Closing the Loop is...

- ❖ Demonstrating that a strategy had *a return on investment*
- ❖ Implementing strategies to determine whether it has intended effect
- ❖ Strategizing for improvement purposes
- ❖ Usually the most challenging aspect of the assessment process



Closing previous assessment cycle

Ask yourself these questions:

- ❖ What changes did you mention and make in the previous cycle?
- ❖ What do your findings tell you about strategies implemented in the year?
- ❖ How did you “close the loop”?
- ❖ What was successful? What wasn't?

Strategizing for present and future

Ask yourself these questions:

- ❖ Do findings align with your outcomes and methods?
- ❖ What do the findings demonstrate regarding the effectiveness of your unit?
- ❖ Can you identify areas of strengths or weaknesses (needing improvement)?
- ❖ What **specific** actions will you take for improvement?
- ❖ Have you addressed every outcome and Method?

Important  → *Change is based on your data*

Examples of Specific Strategies

Financial

- Obtain financial resources: funding, grants...
- Hire new faculty / staff
- Reduce spending

Enrollment

- Change recruitment efforts / tactics
- Increase enrollment

Policy

- Change policies, values, mission, or conceptual frameworks of the unit
- Infrastructure and/or hierarchical changes

Services

- Add or expand services to improve quality
- Add or expand processes to improve efficiency

Research & Information

- Conduct research
- Gather and/or disseminate information
- Produce publications or presentations

Professional Development

- Create professional development opportunities for students
- Train students / staff / faculty on specific skills

Engagement

- Establish collaborations across stakeholders or disciplines
- Provide specific services to community / public

Resources

- Acquire new equipment, software...
- Provide resources to specific groups



Strategies for Changing Assessment Processes

- ❖ Even in terms of assessment itself, *be specific and indicate why*

- ❖ You may discuss changes to:
 - ✓ Outcomes
 - ✓ Tools / Instruments
 - ✓ Sampling Method
 - ✓ Data Collection Processes
 - ✓ Modifying Benchmarks



Avoid statements like...

- ❖ “We met our benchmark, therefore no change is needed”
- ❖ “We plan to discuss ways to improve”
- ❖ “Everything was out of our hands, so we cannot do anything to improve”
- ❖ “We do not have access to our data, therefore...”
- ❖ “Somebody else wrote the report, therefore...”



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For internal resources:

<http://oaa.miami.edu>