

ADMINISTRATIVE UNIT ASSESSMENT

2016 TEMPLATE

The 2016 Administrative Unit Assessment template is divided into 5 parts:

1. Unit Mission
2. Essential Functions & Achievement of these Functions
3. Long-term Accomplishment Statements & Yearly Steps toward those Accomplishments
4. Connection to University Strategic Plan
5. Reporting Fields (to include an end-of-cycle analysis and summary)

The goal of the new template is to ensure the university can address the following SACSCOC Principles of Accreditation:

1. CORE REQUIREMENT 2.5
The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission.
2. COMPREHENSIVE STANDARD 3.3.1 - INSTITUTIONAL EFFECTIVENESS
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 each of the following areas:
 - 3.3.1.1 educational programs, to include student learning outcomes
 - 3.3.1.2 administrative support services
 - 3.3.1.3 academic and student support services
 - 3.3.1.4 research within its educational mission, if appropriate
 - 3.3.1.5 community/public service within its educational mission, if appropriate

TIMELINE

Each administrative unit is to choose a report due date in conjunction with the academic year, the fiscal year, or the calendar year, as deemed appropriate by that administrative unit.

Fiscal Year or Academic Year: report/plan due date September 30

Calendar Year: report/plan due date January 31

GUIDELINES

A. UNIT MISSION

A mission statement is a description of what a unit does, and what philosophy and principles guide it. This statement should be succinct (~ 100 words), but should still convey how the unit supports the mission of the institution. (See [DRAFT Mission, Vision, Values](#) – SOAR login required)

An administrative unit mission statement clearly communicates the differences between its functions and others. A mission statement should only be rewritten when the unit experiences a significant change, so these sentences should be constructed to stand for the foreseeable future. The mission statement should link together the essential functions defined in section B.1 of the assessment plan.

B.1 ESSENTIAL FUNCTIONS

Essential Functions should reflect the unit's mission. These functions are the normal operations/responsibilities of the unit. If the listed responsibilities are carried out appropriately every year, then the unit is functioning properly. The unit should be able to measure the fulfillment of each Essential Function with at least one Achievement Indicator defined in section B.2 of the assessment plan.

B.2 ACHIEVEMENT INDICATORS

To determine whether a unit is effectively accomplishing Essential Functions, a measurable Achievement Indicator is established for each responsibility. Achievement Indicators answer the question, "How do you know whether you are effectively accomplishing your essential functions?" An Achievement Indicator is a target that represents an acceptable level of accomplishment.

Ideally, each responsibility has at least one Achievement Indicator that is a **direct measure**. A direct measure evaluates actual performance. Indirect measures can also be used, but are usually paired with a direct measure. An **indirect measure** evaluates perceived performance (customer satisfaction surveys, focus groups, etc.). In some cases, an indirect measure is the only applicable measure available. Overall, there will be a mix of direct and indirect indicators.

Indicators may not tell you why Essential Functions are or are not being met. However, they should be specific enough to answer whether or not the Essential Function is being met. When the targets are not met, the Achievement Indicators should help the unit to identify problem areas and decide on actions to improve the results.

C.1 PLANNING

Unit Plans are important long-term unit improvement initiatives that have been identified by the unit's decision makers, ideally through previous assessment activity. These statements answer the question, "What does your unit want to accomplish by 2015?" These initiatives are not normal operations, but should focus on improvements and special projects that will

enhance the unit. Annual progress activities identified and implemented in section C.2 will lead to attainment of the Unit Plan by the year 2015.

Unit Plans should remain constant through the next three assessment cycles.

C.2 ANNUAL PROGRESS

To determine whether a unit is annually progressing toward its Unit Plan, a measurable Annual Activity is established. An Annual Activity is a step toward the long-term unit improvement initiative. Each activity includes a target that represents an acceptable level of achievement. Annual Activities are established at the beginning of each assessment cycle and incorporate the previous year's assessment results.

D.1 UNIVERSITY PLANNING

Units are asked to address the university's planning activities by answering the question, "What are you doing this year related to the University's Areas of Strategic Focus?" (See [University Areas of Strategic Focus](#))

Units with direct responsibility for the attainment or reporting of **Supporting Measures** listed in the university's plan should address those measures in Section D.1.

For example, the Office of Institutional Effectiveness is responsible for annually reporting to IHL the accreditation status of all eligible programs. This is a supporting measure listed in **Climate for Academic Success**. Therefore, Institutional Effectiveness would list this measure in D.1.1 and discuss this year's activities related to accreditation of eligible programs.

E.1 FINDINGS

At the end of the reporting cycle, units are asked to report findings for targets in sections B.2, C.2, & D.1. Findings statements should mirror target statements.

E.2 REPORTING

At the end of the reporting cycle, units are asked to complete the following fields:

- 1) Unit Summary -
 - a. What specifically did your assessments show regarding proven strengths or progress?
 - b. What specifically did your assessments show regarding any areas that will require continued attention?
 - c. What action plans for improvement related to essential functions will be implemented?
- 2) Closing the Loop – Units are asked to summarize the results of previous action plan implementation. This is the opportunity for units to close the assessment loop – to report on the success (or nonsuccess) of previously implemented action plans. It is very important for units to respond to this section with thought and detail. This section is where units provide evidence of improvement based on analysis of the results.

- 3) Budget – Units are asked to describe how the planning and evaluation process informs budgeting decisions.

Some units have ties to specific SACS-COC Principles of Accreditation. Units may be asked to respond to specific questions related to these principles.

THANK YOU FOR YOUR EFFORTS AND COMMITMENT TO CONTINUOUS IMPROVEMENT!