ADMINISTRATIVE ASSESSMENT

A Guide to Planning, Implementing, and Reporting

Office of Planning and Institutional Effectiveness
Marymount University
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Overview

This guidebook contains general information on outcomes assessment and provides instructions for completing unit and division assessment reports. Administrative assessment results at Marymount are reported at the divisional level; however, most divisions require assessment reports from their units as input into that annual report. This guide, therefore, can be used by both divisions and units to develop an effective outcomes assessment process tied closely to division and university missions and strategic plans.

Marymount University is required by its accrediting body, the Southern Association of Colleges and Schools (SACS), to engage in ongoing, integrated, and institution-wide research-based planning and evaluation processes that result in continuous improvement in institutional quality and demonstrate that we are effectively accomplishing our teaching, research, and service mission. Administrative assessment is one of Marymount's three formal evaluation and assessment mechanisms. Student learning outcomes assessment, program review, and administrative assessment provide a comprehensive understanding of the University's effectiveness by reviewing, analyzing, and improving the entire educational experience. Administrative assessment focuses on the administrative, academic support, and community engagement services provided by the University.

The goals of the assessment process are to:

- Identify strengths and weaknesses in the functioning of units and the services they provide
- Use that information to improve effectiveness and the Marymount experience for students and others.

Assessment can benefit administrators and staff by:

- Helping to clarify the mission of a division or unit and its role in achieve the university's mission, and identifying the key activities that need to occur to achieve the division's mission and goals.
- Providing coherence and direction to the division or unit's work.
- Providing staff with clear expectations that help them understand how their supervisors will evaluate their work.
- Providing administrator and staff with better information about how their services are viewed by their "customers" and what areas need improvement.
- Helping administrators make informed, evidence-based decisions about resource allocation, the need to re-consider, improve, or expand services, and more.
- Ensuring that resources are being allocated in the most effective way possible – where they'll have the greatest impact on helping the university achieve its mission.[1]

Marymount's current administrative assessment process was developed and implemented during the 2005-2006 academic year. Prior to this process, the University had an evaluation system which requested all administrative units and academic departments to submit yearly reports. In 2004-05, that process was suspended because of spotty participation and a need to address learning outcomes by academic programs.

The administrative assessment process revolves around a division's goals, which are operationalized into outcomes and assessed by units within the division. Goal attainment alone doesn't necessarily ensure that the university is having the impact it wants to have. For that, Marymount needs to examine its actual results, or outcomes. By placing assessment reporting and coordination at the division, the new process tightens the linkages between the strategic planning, budgeting, and assessment.

All units of this university are required to develop and implement an effective assessment plan in coordination with their division. Divisions are required to report assessment results within their division on an annual basis to the University's Assessment Committee, which evaluates the reports and provides feedback to the division to improve and sustain the quality of assessment efforts.

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[1] Suskie, Linda A. *Assessing Student Learning: A Common Sense Guide*. 2nd ed. San Francisco, CA: Jossey-Bass, 2009. Print.

What is Assessment?

Assessment is a systematic process of gathering and analyzing information to improve student learning and institutional effectiveness. For the purposes of administrative assessment, the process helps to reveal whether or not your unit or division is meeting its goals or outcomes and to direct efforts to make improvements.

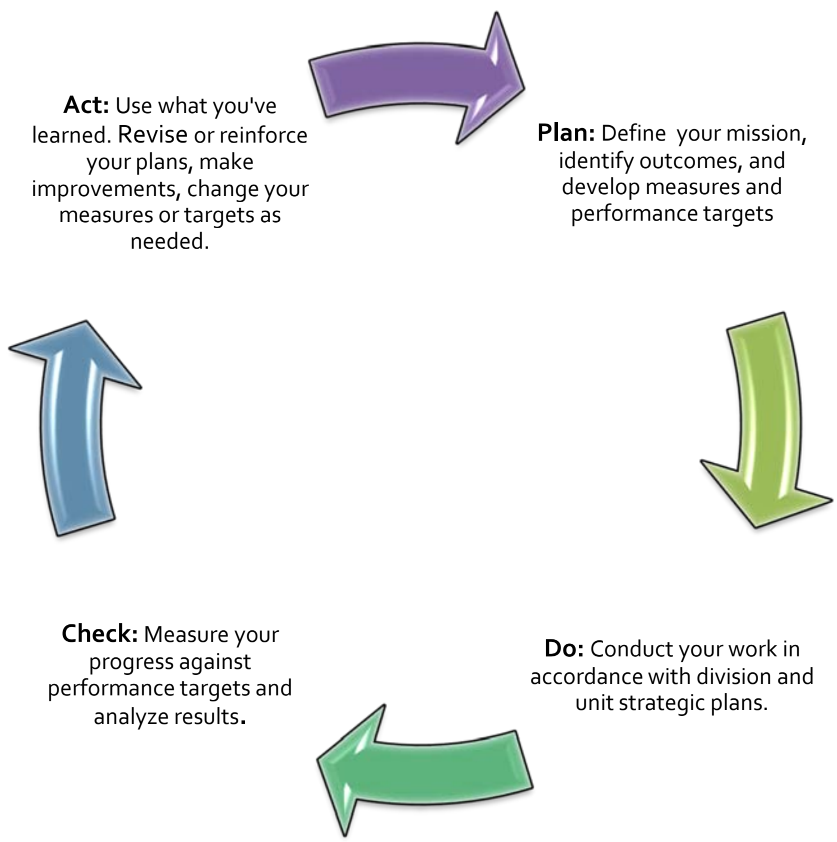
Effective assessment is:

- Useful – It helps administrators and staff members make appropriate decisions about improving programs and services, planning and resource allocation.
- Cost-effective – It is simple, focusing on a few key outcomes or goals.
- Reasonably accurate and truthful – The results are valid, from multiple direct and indirect measures, and can be used with confidence.
- Planned – Goals and outcomes are linked to institutional goals and plans.
- Organized, systematized and sustained – It is carried out as part of an intentional, systematic, and ongoing process -- not once, ad-hoc, and done.

What is Assessment?

- A systematic process of gathering and analyzing information to see if your division or unit is meeting its goals/outcomes and then using that information to make improvements.
- It helps answer the question, "Is all of our work and our resources bringing about the results we want?"

The Assessment Process:



How to Conduct Effective Assessment

Step 1: Define your mission

Your mission serves as the foundation of your assessment plan. The mission statement should reflect the mission of the university and describe the purpose of your division or unit. Mission statements should be not more than three or four lines of text and should clearly and concisely communicate WHAT you do, WHY you do it, and HOW you do it.

One way of formatting your mission statement is along these lines: "The mission of (name of your division or unit) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).These (services, products, etc.) contribute to the University's mission by (describe how)."

Example:
- *The Physical Plant Department supports the overall educational and administrative missions of Marymount University by providing facilities and technical support to all University departments. The mission of the Physical Plant Department is to operate, maintain, repair, modify, alter, and improve the buildings, grounds, utilities, and associated real property assets of the University.*

Once you've written the mission statement, go through this checklist:
- Is the statement brief and memorable? Is it distinctive?
- Does it clearly state the purpose of the division or unit?
- Does it indicate the primary function or activities of the division or unit?
- Does it indicate who the stakeholders are?
- Does it clearly support the division and/or university's mission?

Step 2: Identify Outcomes

There are three types of outcomes used in administrative assessment activity.

Operational Outcomes:
These outcomes are the end result for (or impact on) a customer/client/stakeholder or the institution that is a consequence of the work of your unit. Outcomes are directly related to the mission and key functional responsibilities of the department, and units should identify at least one outcome for each of their functional responsibilities.

Examples:
- *Faculty, staff, and students will be able to identify EO/AA laws, policies, and procedures and know how and where to seek assistance.*
- *Eligible employees have the information they need to make appropriate decisions regarding employee benefits packages.*
- *All inquiries from the news media will be answered in a timely and appropriate manner.*
- *University administrators have the financial information they need to make decisions effectively.*

Because they flow from the unit's mission and missions tend to be

Writing Operational Outcomes

1. **Outcome = Beneficiary + Action Verb + Benefit:** Should have two elements: (1) the intended beneficiary of the work and (2) the gain, benefit, impact beneficiaries will receive. It can be helpful to begin the statement with the beneficiary as the subject: "Clients are aware of…", "Administrators are able to…", "External agencies receive…"
2. **Ends, Not the Means:** Should focus on the end result of the work and not the "means".
3. **Big-Picture:** Should focus on mission-critical work , so a limited number (3-5) is ideal.

stable, these outcomes generally remain the same over a number of years, unless the unit mission or scope of operations changes. If your outcome has a shorter time span, it is probably a strategic outcome rather than an operational one

Strategic Outcomes:
These outcomes reflect future expected results of the unit, based on a planned activity. Strategic outcomes are generally assessed as part of the planning process to ensure strategic initiatives have the intended or positive results. Accordingly, strategic outcomes typically are written in future tense, are closely tied to division and university goals, and are consistent with a unit's operational outcomes.

Examples:

- *Over the next year, the Registrar's Office will improve student access to services by expanding hours of operation.*
- *Over the next year, IR will ensure that university data are consistent, reliable, and integrated by establishing data policies and procedures.*

Learning Outcomes:
In addition, administrative, academic support, and community engagement units might want to include outcomes that relate to student learning, if that is part of their mission. Learning outcomes are statements that describe the key knowledge, skills, or abilities that students have attained as a result of a learning experience. Like all outcomes, they must be measurable and observable and are generally worded in the following way: "Upon successful completion of ----, students will <action verb>." More information on student learning outcomes in available on PIE's website at: http://www.marymount.edu/Home/Faculty-and-Staff/Office-of-Planning-Institutional-Effectiveness/Assessment.

Examples:

- *Students will identify correct academic requirements for their major.*
- *Students will demonstrate awareness of appropriate accommodations available for equal access to university resources and programs.*
- *Students will be able to access course descriptions and degree requirements using the online catalog.*

Which Should I Use?
Determining which type of outcomes to use is driven by a number of factors. The goal, which also can be either operational or strategic, may dictate the type of outcomes. Current activity within the unit also affects the outcomes used. Units undergoing substantial change often use short-term strategic outcomes because they help to ensure growth occurs in a systematic and beneficial approach. At the same time, units that are more stable in their responsibilities and projects are more likely to use operational outcomes to ensure the effectiveness of services offered. Units, particularly those in student affairs, may include learning outcomes along with their strategic and/or operational outcomes. **Most often the strongest approach is a combination of different types of outcomes.** Together, they can provide a more comprehensive view of the division's effectiveness by examining both the effectiveness of daily operations and how well you are achieving your plan.

Once you've written the outcomes, go through this checklist:

- Are they aligned with the mission statement?
- Are they important to the university/division and reflect key results of the division or unit?
- Is it possible to collect accurate and reliable data for each outcome with available resources?
- Is each outcome stated so that a single measurement method can measure the entire outcome statement (i.e., the outcome doesn't include more than one observable result)?
- Can they be used to identify areas to improve?

Step 3: Measure Outcomes

a.) Develop Indicators (Measures)

Once you've identified outcomes, the next step of the process is to identify measures to evaluate the unit's effectiveness. Measures come in a wide variety of forms and from a wide variety sources. Sometimes measures require the development and implementation of new tools, but often measures rely on secondary analysis of data that are already collected by the unit, division, or University. Although coming from many different sources, strong measures share three key attributes. They are:

- Related to the outcome being assessed directly and clearly (i.e. the results will answer the questions: "How effectively did the unit meet this outcome?")
- Objective and avoid structural bias (e.g. the results of the measure are not determined by how its tool is written or implemented).
- The process for evaluating the measure is documented, impartial, and systematic.

Start by taking an inventory of the kinds of tools your department is already using. What information are you already collecting? What kinds of indicators are you already using or are already familiar with? What kinds of indicators are recommended by your profession? Assessment methods can be direct or indirect, quantitative or qualitative, and objective or subjective.

Direct vs. Indirect Measures:
Direct measures examine actual results. Indirect measures examine perceptions relative to the outcome. Typically measures that are based on surveys, focus groups, and other methods to gather opinion through samples of respondents are considered to be indirect. Measures that are based on a complete or comprehensive data source that reflect the results of the outcome are considered to be direct. In the following example, both the qualitative and quantitative measure would be considered direct measures because they are drawn from the actual results of the outcomes.

Example: *Outcome: The Registrar's Office maintains accurate student records.*

	Direct	Indirect
Quantitative	Compile and count the number of errors on transcripts reported by students.	Survey students on their perceptions of record accuracy.
Qualitative	Review the policies used to maintain and update student records.	Conduct a focus group of Registrar office staff on accuracy issues

However, the same outcome could be assessed using indirect measures. The Registrar's Office could survey students and ask them to indicate their agreement with a statement such as "My transcript is always correct" or conduct a focus group of office staff members on accuracy issues. Using student or staff perceptions of accuracy would provide serve as an indirect measure.

Multiple measures should be used to assess each outcome, and at least one of those measures should be a direct observation of the end result. Varying the types of measures applied to an outcome provides a fuller picture of overall effectiveness by generating more material for the analysis. It also ensures available data in case one of measures is not collected.

Here are some examples of indicators (measures) often used in administrative units:

- Satisfaction surveys, tied to outcomes
- Number of complaints
- Number of errors, error rate
- Number of applications, percentage change
- Number of users, percentage change
- Number of training sessions, growth in attendance
- Number/amount of donations, percentage increase, number of new/alumni/parent/faculty and staff donors

- Participant feedback
- Customer satisfaction forms
- Timeliness of response
- Variance from annual plan
- Peer/benchmarking studies
- Level of compliance
- International standards
- Statistical reports
- Average service time
- Average wait time
- Processing time for requests
- Comparison to professional standards
- Staff training hours
- Focus groups
- Opinion surveys
- External review
- Auditor's findings
- Awareness surveys
- Pre- and post-workshop tests

Including Institutional Data Sources for Assessment:
Planning and Institutional Effectiveness (PIE) conducts several annual surveys which can provide the basis for assessment measures. Most of the data generated from these surveys are global in nature asking questions regarding students' overall experiences; however, upon request, reports can be customized to provide divisions and units with data directly relating to their outcomes as well as additional analysis that can provide units with valuable insight. The following list represents the primary surveys conducted by PIE.

- **Student Satisfaction Survey (MAYS)** – A biennial survey of students' experience with specific offices and services on campus. Each unit designs its own questions.
- **CIRP Freshman Survey** – A nationally normed survey of first year freshmen which provides a snapshot profile of the incoming class, including student characteristics, secondary school achievement and activities, educational and career plans, and values, attitudes, beliefs, and self-concept.
- **National Study of Student Engagement (NSSE)** – A nationally normed survey of first-year and senior students. Survey results are compared to a benchmark group of similar institutions. Individual respondent's results are also provided to the school so that customized analyses are possible. Marymount participates in the NSSE every other year during years that the *Student Satisfaction Survey* is not conducted.
- **Faculty and Staff Survey (MAYS)** – An biennial survey of faculty and staff experiences with specific offices and services on campus. Each unit designs its own questions.
- **Graduating Student Survey** – An annual survey of all graduating students' experiences. It includes global evaluation of all major student services.
- **Alumni Survey** – An annual survey of alumni one and five year(s) following graduation from Marymount. It includes questions evaluating their experience, retained connection, and employment and educational outcomes

In addition, there are a number of ad-hoc and periodic surveys, including the *Factbook* and the *Great Colleges to Work For* survey, that can be a source of insight and data for your division or unit's assessment.

Avoiding Structural Bias:
Structural bias is a flaw in a measure that results in inaccurate data and information based on how the measure operates. It directly impacts the validity of the assessment results and ultimately can lead to inappropriate or wrong conclusions and recommendations. Most often structural bias is unintentionally placed into measures through an assumed level of quality about a unit or service. It can result in either positive or negative results that do not represent reality.

There are a few simple guidelines to limit structural bias in measures:
- Regardless of the event being assessed, do the tools allow for an equal opportunity for positive or negative results to occur?
- Do the questions asked address the outcome entirely?
- Is the measure being applied to all relevant respondents or events? If not, other was the sample drawn to allow a complete picture of the outcome?

Structurally Biased Measure	Potential Solution
Administering survey to students asking them to rate services they received using a biased scale: *Excellent, Very good, Good, Adequate, and Needs improvement.*	Change the scale to allow for equal representation of positive and negative options: *Excellent, Good, Adequate, Needs improvement, Poor (2 positive, 1 neutral, and 2 negative responses)*
Conducting a focus group to represent students' opinions and asking only questions relating to areas for improvement and weaknesses. This may result in changes that impact things that are being done well.	Ensure that when asking about problems (or strengths) there is an equal opportunity to discuss the other.
Performing a content review of institutional policy by reviewing only one specific policy when others exist that may impact the issue.	First conduct an inventory of all relevant policies relating to the topic, and then assess the multiple policies to ensure consistency and avoid dissonance.

b.) Set Targets

Targets are the specific values for each measure that you would like to reach. What is the minimum result/target/benchmark/value that will represent success at achieving this outcome? For example, your success target might be one of the following:

- 100% of reports are submitted by the first Monday of each month.
- Less than 5% of reports are returned for corrections
- Participation increases by 10%
- The number of new donors increases by 10%
- 90% of students report they are satisfied with this service
- Zero material findings in external audit
- 85% of students respond positively to questions related to this outcome.

Your targets should be challenging but realistic. If you easily meet your success target, you need to raise the bar or modify the measure in order to improve your effectiveness related to that outcome. Units that achieved 100% of a target need to identify improvements to "raise the bar" and/or or examine the outcome from additional perspectives to ensure that the target is accurately measuring performance.

Step 4: Collect Data

Data collection can be time-intensive, so make sure that the data you collect relates to the outcome you are assessing. You may want to collect data continuously or take a snapshot at regular intervals, but it should represent the work your unit does throughout the year.

Useful tips:

1. Look first at the data you already collect to see if it can be used to measure your outcomes.
2. Plan. The key to collecting data is planning. One of the biggest challenges that units face when writing their results is realizing that the measure was not implemented. This often results in a scramble for data that may only loosely tie to the outcome. Once you've completing identifying the outcomes and assessment measures, simply mapping roles and responsibilities provides an easy tracking system and helps ensure that high quality data are available.

Example of Grid for Tracking Data Collection

	What Needs To Be Done?	Who Is Responsible?	What Is The Timeframe?
1. Compile and count the number of errors on transcripts reported by students.	Develop an Excel spreadsheet to enter all errors, date identified, and solution	Associate Registrar will create and monitor spreadsheet. All staff will have access to enter data.	Start in Spring Semester and run through June. *Will continue on and be used next year.

	What Needs To Be Done?	Who Is Responsible?	What Is The Timeframe?
2. Review the policies used to maintain and update student records.	Pull together all office procedures on updating records. Review for: inconsistencies, errors, and holes.	Registrar will conduct the analysis.	Review to be completed in March.
3. Survey students on their perceptions of record accuracy.	Participate in MU Student Satisfaction Survey. Make sure students are asked about their feeling of record accuracy	Transfer Credit Coordinator will work with PIE to draft appropriate question.	• Survey questions due by March 1. • Results available by June 1.
4. Conduct a focus group of Registrar office staff on accuracy issues.	Focus group to be held as part of staff meeting.	• Registrar will work with PIE to develop questions. • Grad assistant will conduct focus group.	• Focus group in March or April depending on other agenda items. • Review of comments in July.

Regardless of what types of outcomes are used, all outcomes must be measurable so that its achievement can be observed and verified with evidence.

Step 5: Analyze Assessment Results

Once the data have been collected and you know whether or not you've met your targets, the next phase of the administrative assessment process is to analyze results. What do they mean for your division or unit?

- Why did you meet/not meet your target?
- What does this tell you about your strengths as a division or unit? Your weaknesses? What worked well, and what needs to be improved?
- Which strategies were successful? Which were not?
- What will you do differently going forward?

The most important part of the assessment cycle is analysis of the results, including the discussion of how those results will be used to enhance performance and how those ideas are articulated in the unit's and division's plans. The purpose of outcomes assessment is to provide you with meaningful information about the effectiveness of your operations, not to evaluate individual achievement or to reward or punish staff. Meaningful, effective assessment can only happen from a place of safety, where staff members feel empowered to examine, analyze, and report the unit's results honestly. Results that show 100% of targets met are not generally helpful, since they likely indicate that targets were set too low, or that the assessment process is not truly effective.

Each problem or issue that is identified needs to have an action to improve performance. Every outcome for which 100% of the target was achieved represents an opportunity to further improve and requires an action which demonstrates this. Sometimes the results will point you in a direction to look further, showing you trends or directions that may require additional investigation.

For future actions, you should include when you foresee those actions taking place, who will be responsible, and what resources are needed.

Wrapping Up the Process: Writing the Annual Assessment Report

In the final step of administrative assessment, units report their findings to their division heads, and divisions report findings and recommendations to the University Assessment Committee.

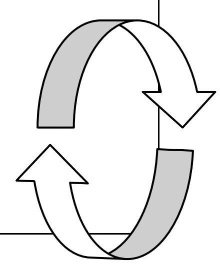
PIE provides a template to assist divisions with reporting their assessment activity (see appendix). The template, which can also be used by units in preparing their reports for their division head, facilitates reporting of divisional goals, unit outcomes and assessment, and divisional effectiveness and recommendations for improvement. In addition to the templates, divisions provide an executive summary and appendix of supporting documents.

> **The Executive Summary** provides the context of the division's assessment activity by outlining the overall process, the goals, and results of the activity. It should also list units participating in the assessment activity and any recommendations based on the activity.
>
> **The Appendix** provides supporting information and documentation of the division's activity. It includes data reports, copies of rubrics, and other supporting materials that illustrate the process. It is not necessary to include all the data collected, although such information should be available if questions arise.

The following table outlines the calendar of assessment activity throughout the year.

Calendar of Administrative Assessment Activity

Planning				Data Collection	Reporting
September	**October**	**November**	**December**	**January-May**	**June-July**
Division: Using the university's strategic plan, develops and presents to units goals for current year onwards.	**Unit:** Develops or revises assessment plan for current year, sends plan to Division. **Division:** Compiles and reviews unit plans and send division-wide plan to PIE. Formulates appropriate budget requests, based on strategic plan and assessment results from previous year. **University:** PIE reviews plans and sends feedback to divisions.	**University:** UAC reviews previous year's assessment reports and sends feedback to Division. **Division:** Communicates feedback to units.	**University:** UBC reconciles budget requests with projected budget **Unit:** Responds to feedback as required.	**Unit:** Implements current year assessment plans, collects data, and analyzes results. Units may also collect data at other points during the academic year, as appropriate. **University:** PIE forwards results of institutional surveys to units	**Unit:** Prepares assessment report and forwards results to Division. **Division:** Compiles units' assessment reports and analyzes results; sends report to UAC (July 31).



Reporting Unit-Level Results of Administrative Assessment:
The final step of the administrative assessment for individual units is reporting the results. The analysis for each outcome includes a brief discussion of the results of the measure, an interpretation of the results' meaning relative to the outcome, and a statement on the implications. When using multiple measures, the results section draws on all of the analysis to develop its implications.

Example of results section:

Outcome	Measures	Results
The Registrar's Office maintains accurate student records.	Compile count of the number of errors on transcripts reported by students. Conduct a focus group of Registrar office staff on accuracy issues	(RESULTS) Over the last year, the office documented 45 errors on students' transcripts. Of these, 80% were caused by mistakes typing and 20% were caused by miscellaneous computer related problems. From the focus group of office staff, one re-occurring theme was that people found it difficult to check work on the screen and would prefer to have a printout to review. (INTERPRETATION) While printing out paper versions of student records changes is possible, doing so may waste paper and lead to more likely violations of student privacy by having an additional paper copy floating around. (IMPLICATION) Over the next year the Registrar will work with Administrative Information Systems to generate a weekly report of records changes that will be reviewed for accuracy and then shredded.

Units also include other relevant information in the results section, particularly if there are any extraordinary circumstances that impacted its effectiveness at meeting the outcome. Organizational or other changes often can impact the unit's effectiveness, and including a discussion may provide useful insights into the assessment process.

Compiling the Final Division-Wide Assessment Report:
After assessing and reporting the results of the individual outcomes, the division compiles the final report. The division:

- Collects and sorts all of the unit's outcomes assessment reports by goal
- Reviews the reports for accuracy and appropriate analysis
- Provides any historic background on the assessment of the goal
- Conducts a secondary analysis of the units' results to evaluate the progress toward meeting the division's goals.
- Develops evidence-based recommendations for improvement based on the unit or division analysis
- Drafts an executive summary highlighting the overall process and providing appropriate additional information
- Compiles an appendix of supporting documents such as survey results, meeting documentation, or any other information that illuminates the assessment process and activity.

Reviewing the Assessment Report:
The University Assessment Committee (UAC) reads and reviews all administrative assessment reports to ensure they demonstrate the University's standards for assessment. Two UAC members evaluate the report using a standardized rubric (see appendix). Upon validation, the division's recommendations are compiled in a comprehensive report to the University president and presented to the University Budget Committee. If the report fails to demonstrate the University's standards, it is returned for further analysis, clarification, or revision.

Appendix A

Divisional Assessment Report

DIVISION:
ACADEMIC YEAR:
PRIMARY ASSESSMENT CONTACT:

BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

EXECUTIVE SUMMARY:

Organizational Structure of the Division:

Please include in this section a brief description or outline of your division's organizational structure, making sure to include all units, the reporting structure, and a brief description of each unit's scope of operations.

Description of the Division's Overall Assessment Process:

List the Division's Goals and Briefly Describe How the Division's Goals and Assessment Process Support Marymount's Mission and Strategic Plan:

One possible way of doing this is through the use of a table. The following is an example:

Division Goals	*University Goals*	*Unit Outcomes (all or a selection as examples)*

Highlights of Major Challenges Faced in the Assessment Process:

Please reflect on this year's assessment process. What worked well? What was especially challenging? What lessons were learned and what will be changed?

Discuss What the Division Learned About Its Overall Effectiveness from the Assessment Process:

Provide a Response to Last Year's UAC Review of the Division's Assessment Report:

Please respond to each point raised in the UAC review of the division's assessment report. If the committee made a recommendation that was not acted upon, please provide an explanation.

UNIT ASSESSMENT REPORTS

Please attach all unit assessment reports and supporting documentation.

Divisional Assessment Report [Example – University XYZ]

DIVISION: Institutional Advancement
ACADEMIC YEAR: 2013-2014
PRIMARY ASSESSMENT CONTACT: Jane Doe, Executive Assistant to the Vice President

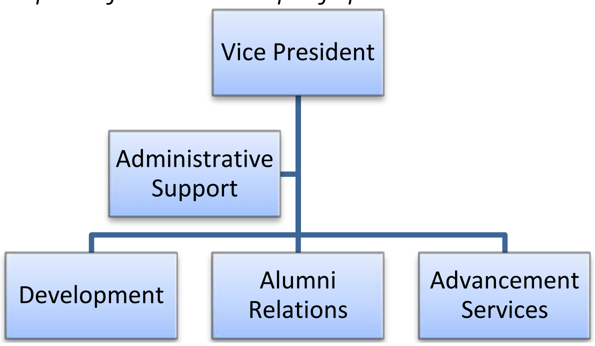
BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:

Assessment data, reports, and supporting documentation are stored by unit directors in the assessment folder on the division's shared drive.

EXECUTIVE SUMMARY:

Organizational Structure of the Division:

Please include in this section a brief description or outline of your division's organizational structure, making sure to include all units, the reporting structure, and a brief description of each unit's scope of operations.



All units within the Institutional Advancement Division work very closely with each other, as each unit's functions support and enable the work of the other units. The following is a brief description of the main responsibilities of each unit:

- Development – Responsible for strengthening and increasing private support for the university from individuals, corporations, and foundations. Manages all university fundraising activities, including Annual Fund, major gifts, and capital campaign.
- Alumni Relations – Responsible for strengthening the frequency and quality of alumni engagement at the university. The unit manages benefits and services, events, regional chapters, alumni clubs, and alumni communications.
- Advancement Services – Supports the work of the division by processing all private contributions and pledges, maintains accurate alumni, donor, and prospect data, provides accurate reports and technology required by the other units, and develops and maintains quality prospect management and donor stewardship systems and activities.

Description of the Division's Overall Assessment Process:

The division identifies areas of focus within its strategic plan at the start of each year and communicates those areas to the individual units within the division. In coordination with the unit heads, the Vice President sets operational goals for each unit. Units refresh their assessment plan at this time, adding strategic goals to their already existing plan for assessing operational outcomes. Units report on their progress throughout the year, and the division discusses this progress at monthly divisional meetings, so that there are numerous opportunities for discussion, coordination, and course correction, if required. Reports are prepared at the end of the academic year, in accordance with the assessment schedule, and the results are discussed in depth at a division retreat in June. Each unit assesses a full set of operational outcomes along with additional strategic outcomes with a set of direct and indirect methods. The Development Offices uses standard indicators related to dollars and donors raised by fund, cash received, new donors, new donors in targeted categories, donor retention, and other measures. Alumni Relations relies on both quantitative and qualitative measures, including growth in attendance at events, number of events, analysis of website and social media data, and responses to the alumni survey, among other measures. Advancement Services also uses a mix of qualitative and quantitative measures, including those related to efficiency, data quality, number of errors, donor retention, and an evaluation of its services by its users.

List the Division's Goals and Briefly Describe How the Division's Goals and Assessment Process Support Marymount's Mission and Strategic Plan:

Division Goals	University Goals	Unit Outcomes (all or a selection as examples)
Develop and implement a comprehensive capital campaign to increase funding for capital projects, scholarships, and endowments	• Provide a campus infrastructure that meets the aspirations of students and faculty and supports learning in and beyond the classroom • Expand access to an XYZ education • Attract renowned scholars and researchers from targeted fields	*The following is a section of outcomes as examples of the ties between outcomes and goals. More information is available in unit reports.* [Development]: Alumni demonstrate loyalty and commitment to the university by making financial contributions in support of the university's mission. [Development]: The university enlarges its base of supporters by increasing the number of alumni donors to the Annual Fund. [Alumni Relations]: Alumni are engaged in the life of the university and actively participate in alumni events and alumni social networks. [Advancement Services]: Alumni records are up-to-date and accurate.
…	• …	…
…	• …	…
…	• …	…

Highlights of Major Challenges Faced in the Assessment Process:

Please reflect on this year's assessment process. What worked well? What was especially challenging? What lessons were learned and what will be changed?
This year's assessment process reflects the improvements we made last year and went very smoothly. We still struggle with ways to measure alumni loyalty and engagement, and the measures we've selected reflect an incomplete picture at best. We plan to explore more in-depth analysis of web and social media statistics to see what communication tools worked best and to conduct some targeted focus groups with students to explore ideas to build engagement with this new generation of alumni.

Discuss What the Division Learned About Its Overall Effectiveness from the Assessment Process:

The results showed that our Development operation, while strong, needs to expand its list of major prospects and increase the activity of the fundraisers (contacts, visits, etc.) as well as work more closely with Schools and the administration to identify funding opportunities. Alumni Relations needs to work with students to increase the attractiveness of its alumni engagement tools. Business processes need to be re-examined to ensure that the procedure for updated alumni records is followed consistently and that records are updated in a complete and efficient manner.

Provide a Response to Last Year's UAC Review of the Division's Assessment Report:

Please respond to each point raised in the UAC review of the division's assessment report. If the committee made a recommendation that was not acted upon, please provide an explanation.

There were no recommendations in last year's report. The comments were all quite positive, with the exception of a suggestion to explore the use of web statistics, which we have done. The results are included in this year's reports.

UNIT ASSESSMENT REPORTS

[Attached]

Appendix B

Unit Assessment Plan

Unit Name: **Academic Year:**
Mission:

Unit Outcomes:
Please list all outcomes (operational, strategic, and/or learning outcomes) and the year each outcome was last assessed.

Outcome	Year Last Assessed

Current Academic Year Assessment Plan
Please list at least two outcomes your unit will be assessing in the current academic year, along with the methods you will be using to assess these outcomes and performance targets for each measure. For each outcome, you should identify at least two ways of measuring performance, at least one of which should be a direct measure.

Outcome 1: ***Relates to divisional goals:***	
Method 1:	Target:
Method 2:	Target:
Outcome 2: ***Relates to divisional goals:***	
Method 1:	Target:
Method 2:	Target:

Unit Assessment Plan [Example – University XYZ]

Unit Name: Office of the Registrar **Academic Year: 2013-2014**

Mission: The mission of the Office of the Registrar is to support, facilitate and promote the academic mission of the university by connecting students to faculty, curriculum, and classroom with a wide range of quality services from first enrollment to graduation and beyond. The office is committed to providing efficient, courteous, and timely services to faculty, students, administrators, alumni and other members of the AUC community in the areas of academic records, student status, registration, course enrollment, publications, classroom assignment, and administration of final examinations.

Unit Outcomes:

Please list all outcomes and the year each outcome was last assessed.

Outcome	Year Last Assessed
Student academic records are accurate, secure, and complete.	2011-2012
Students are able to access timely information regarding their fulfillment of degree requirements, graduation status, change of major, transfer of credit, or changes to academic records.	2011-2012
Students know how and when to register for classes and are able to complete the registration process in a timely and effective manner.	2011-2012
Students and alumni are able to obtain copies of their transcripts in a timely manner.	2012-2013
University administrators will be able to access accurate enrollment data in a timely manner.	2012-2013
Faculty and students are assigned appropriate classroom space in an efficient and effective manner.	2012-2013

Current Academic Year Assessment Plan

Outcome 1: Student academic records are accurate, secure, and complete. ***Relates to divisional goals:*** *XYZ University provides its students with a quality learning environment that is focused on student success.*	
Method 1: # of complaints about inaccurate information	Target: Less than five complaints per semester
Method 2: # of identified security violations	Target: Less than three violations per semester
Method 3: Random audit of electronic records vs. hard copy records	Target: Less than five complaints per semester
Outcome 2: Students are able to access timely information regarding their fulfillment of degree requirements, graduation status, change of major, transfer of credit, or changes to academic records. ***Relates to divisional goals:*** *XYZ University provides its students with a quality learning environment that is focused on student success.*	
Method 1: Processing time for student requests	Target: 90% of student requests processed meet deadline, according to a schedule of process times per type of request.

Method 2:Processing time for grades	Target: Grades are available online within three working days from the last day of exams.
Method 3: Student survey	Target: 80% of students surveyed respond positively to questions related to this outcome.
Outcome 3: Students know how and when to register for classes and are able to complete the registration process in a timely and effective manner. ***Relates to divisional goals:*** *XYZ University provides its students with a quality learning environment that is focused on student success.*	
Method 1: % of students completing registration process within the registration period.	Target: >90% of students successfully register during the registration period.
Method 2: No. of complaints	Target: Less than 20 complaints per semester
Method 3: Student survey	Target: 80% of students surveyed respond positively to questions related to this outcome.
Method 4: Survey of academic advisors	Target: 80% of advisors surveyed respond positively to questions related to this outcome.

Appendix C

Unit Assessment Report 2014-2015

Unit Name:

Mission:

Assessment Follow-Up Report 2013-2014

Previous Academic Year		Current Academic Year
Outcomes	**Planned Improvement**	**Progress on Implementing Improvement**

Assessment Report 2014-2015

Outcome 1: ***Relates to divisional goals:***		
Method 1: *(Each outcome should be assessed using at least two measures, and at least one of these measures should be a direct measure.)*	Target:	Results: *(Detailed discussion of results, charts, tables, etc. can be included in the "analysis" section below.)*
Method 2:	Target:	Results:
Analysis of Results and Implications: *(List all data sources used, discuss the results for each method used, describe what analysis of the results indicates, and provide and other relevant information.)*		
Planned Improvements: *(List specific actions intended to improve the unit's effectiveness. Each result should have an associated improvement. If 100% of the target has been met, what will the unit do to reach the next level?)*		

Budgetary Implications (if any):

Outcome 2: ***Relates to divisional goals:***		
Method 1:	Target:	Results:
Method 2:	Target:	Results:
Analysis of Results and Implications:		
Planned Improvements:		
Budgetary Implications (if any):		

Complete one table for each outcome and include an appendix of supporting documents with the following materials:

1. *Results from surveys and focus groups*
2. *Examples of rubrics*
3. *Other materials which explain the process*

Appendix D

Developing Divisional Goals

Goals define the division's direction and are the basis from which units develop outcomes and evaluate effectiveness. Goals indicate the broad thrust of the division's work and should be directly related to Marymount's strategic plan. Outcomes operationalize individual units' roles in and support of divisional goals.

Understanding and Identifying Goals

Goals indicate the major priorities of divisions during a set period of time for assessment purposes, typically an annual cycle. As division-wide statements, they are broad enough to transcend the units housed within the division, but focused enough to be evaluated. Larger divisions often have several goals that they assess, while smaller divisions may limit its analysis to one. Divisions should have a sufficient number of goals to allow all units to participate in the process, but limit them to ensure sufficient resources and time to evaluate them appropriately.

In establishing goals, the best starting point is the University's Strategic Plan [2] Divisions should develop goals that align with and support the university's strategic goals, to ensure that all parts of the university are working together toward a common vision.

Divisions often have their own strategic plans or priorities that are not explicitly stated in the University's Strategic Plan, but support the larger institutional direction and growth. Using these types of goals is entirely appropriate for the assessment process. These goals may be shorter or longer term goals, but typically have a limited lifespan. For example, fundraising for a targeted project such as a building, may make a good assessment goal. As long as the goal can be dissected into strategic outcomes for the divisions, it works well. Using these goals can make the assessment process more meaningful because it provides a direct link to staff member's daily work. Operational outcomes might not explicitly relate to a specific goal but provide important evidence of overall effectiveness and that the unit and the division are achieving their missions.

Key Terms

Goals indicate the major priorities of the division during a set period of time.

Outcomes are statements regarding expected results of unit and its services.

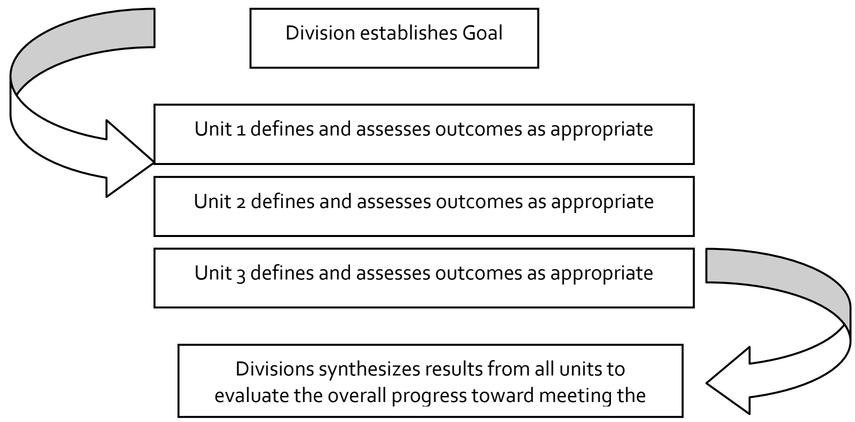
Divisions represent the major administrative areas within the University.

Units include the specific offices and service providers which fall within divisions.

Measurable reflects the quality of being observable and verifiable.

The Relationship between Goals and Outcomes:
While goals represent the major priorities of the division, outcomes reflect the expected results of units within a division that support the broader goals. Accordingly, every goal statement has several outcomes that support and promote it which are drawn from the activities and services of multiple units. It is not necessary for every unit to have outcomes relating to every goal. It is, however, necessary for all units to have outcomes that support at least one divisional goal. Many units may have outcomes that fall under several goals.

[2] See http://www.marymount.edu/marymount.edu/media/Home/Faculty-and-Staff/strategic-plan.pdf



The importance of linking the outcomes to the goals becomes more apparent by looking forward into the process. Ultimately, the division will compile and synthesize the outcomes assessment results into a comprehensive analysis of progress toward meeting the goal.

Appendix E

Calendar of Administrative Assessment Activity

Planning				Data Collection	Reporting
September	**October**	**November**	**December**	**January-May**	**June-July**
Division: Using the university's strategic plan, develops and presents to units goals for current year onwards.	**Unit:** Develops or revises assessment plan for current year, sends plan to Division. **Division:** Compiles and reviews unit plans and send division-wide plan to PIE. Formulates appropriate budget requests, based on strategic plan and assessment results from previous year. **University:** PIE reviews plans and sends feedback to divisions.	**University:** UAC reviews previous year's assessment reports and sends feedback to Division. **Division:** Communicates feedback to units.	**University:** UBC reconciles budget requests with projected budget **Unit:** Responds to feedback as required.	**Unit:** Implements current year assessment plans, collects data, and analyzes results. Units may also collect data at other points during the academic year, as appropriate. **University:** PIE forwards results of institutional surveys to units	**Unit:** Prepares assessment report and forwards results to Division. **Division:** Compiles units' assessment reports and analyzes results; sends report to UAC (July 31).