

# **Morehead State University**

## A Quality Enhancement Guide for **Administrative Support Units**

August 2007

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## Morehead State University Introduction

This guide is a workbook designed to support you and your fellow staff members as you work through the quality enhancement planning steps that all Morehead State University (MSU) programs and services will use. The staff of the MSU Office of Institutional Research and Assessment would like to acknowledge and express appreciation to Dr. Jean Yerian for giving us permission to adapt the WEAVE guide to meet the needs of MSU. This institution-wide assessment effort will allow us to document our effectiveness and show our commitment to ongoing improvement. It is important to promote our accomplishments while being accountable to our many constituents. In this guide, you will find the elements of quality enhancement planning for administrative and educational support units.

A good assessment process is a way to document our effectiveness. A systematic, ongoing cycle of setting goals, measuring attainment of those goals, and using the results to make informed decisions is crucial to continuous improvement. Good assessment can promote quality enhancement at all levels of the University by providing us with the necessary evidence to guide effective decision making in many areas — support service adjustments, policy or procedure revisions, campus climate improvements, and structural reorganizations. Simply put, we need to know systematically evaluate how we are doing at every level in order to reach our goal of becoming the best public regional university in the South!

In addition to these internal purposes, we will use assessment to respond to external requests for accountability. Assessment findings and the use of results are of major importance to the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), to the Kentucky Council on Postsecondary Education, and to external accrediting bodies for many MSU academic programs and services. We also want and need to assure students, parents, legislators and other stakeholders of the University's effectiveness.

Thinking in these terms, it is easy to understand the four key purposes of assessment:

- **To improve** – This evaluation is formative. Assessment activities provide a feedback loop to help shape or form better programs and services.
- **To inform** – Assessment activities can show a clearer picture of what is really happening in a program or unit and can inform others of contributions the program or unit makes.
- **To prove** – This evaluation is summative. Assessment activities provide evidence to sum up what a program or unit is accomplishing and providing in a way that can be persuasive to students, faculty, staff and the larger community.
- **To support** – The assessment process should provide support for campus decision-making activities such as unit review and strategic planning, as well as external accountability activities such as accreditation. *(Adapted from WEAVE and Central Florida)*

## Assessment

So what exactly is assessment? Here is a working definition, followed by a set of questions that you can use as a checklist when you are thinking through the quality enhancement process:

**Assessment is a systematic process of gathering and interpreting information to discover if a program is meeting established objectives followed by using that information to enhance the program.**

A good assessment process can answer these related questions:

- What are we trying to do?
- How well are we doing it?
- How are we using what we discover to improve what we will do in the future?
- What and how does an administrative unit contribute to the development and growth of students?
- How can the student learning experience be improved?

*(Adapted from WEAVE and Central Florida).*

Why should administrative units conduct assessments? If you are responsible for an administrative or educational support unit, your assessment focus is on showing how the purpose or mission of the University is being accomplished through your unit. *While the emphasis used to be on performing that work in ways you thought best, the emphasis is now on the benefits or results of the learning or service provided — on the outcomes that are experienced by those you serve. **Are the needs of those you serve being met efficiently and effectively? Is MSU's mission being accomplished through the work you do?***

If administrative units do not assess performance, then the following negative actions can occur:

- Decisions are made on assumption rather than fact
- Failure to meet constituent expectations of
  - Reliability
  - Efficiency
  - Quality
  - Cost
  - Delivery
- Failure to identify potential improvement areas
- Lack of optimum progress toward organizational vision

*(Adapted from Central Florida)*

## Morehead State University SACS

The concept of quality enhancement is at the heart of the SACS philosophy of accreditation. SACS expects each institution to engage in an ongoing program of improvement, to demonstrate how well it fulfills its stated mission, and to document quality and effectiveness. The following core requirement and comprehensive standard from the new Principles of Accreditation spell out the details of SACS' expectations and can be found on the Web: [www.sacscoc.org](http://www.sacscoc.org)

### Section II Core Requirement 2.5

*The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.*

### Section III Comprehensive Standard 3.3.1

*The institution identifies expected outcomes for its educational programs (including student learning outcomes for educational programs) and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.*

## **Nine Principles of Good Practice for Assessing Student Learning**

Given the importance of assessment in planning for academic quality enhancement, the American Association for Higher Education (AAHE) asked key higher education leaders to develop guidance for good practice in assessing student learning. The Nine Principles of Good Practice were developed. Many of these principles are quite useful for assessment of administrative and support areas as well. The principles recognize that our work is complex and meaningful.

As you work on quality enhancement planning, consider how your plan puts the following principles into action:

- The assessment of student learning begins with educational values.
- Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
- Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- Assessment is a goal-oriented process.
- Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- Assessment works best when it is ongoing not episodic.
- Assessment is a process whose power is cumulative.
- Assessment fosters wider improvement when representatives from across the educational community are involved.

## Draft 2

- Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
- Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

For the complete *Nine Principles of Good Practice for Assessing Student Learning*, see Appendix A, page 15.

### **WEAVE: MSU's Model for Assessment and Quality Enhancement**

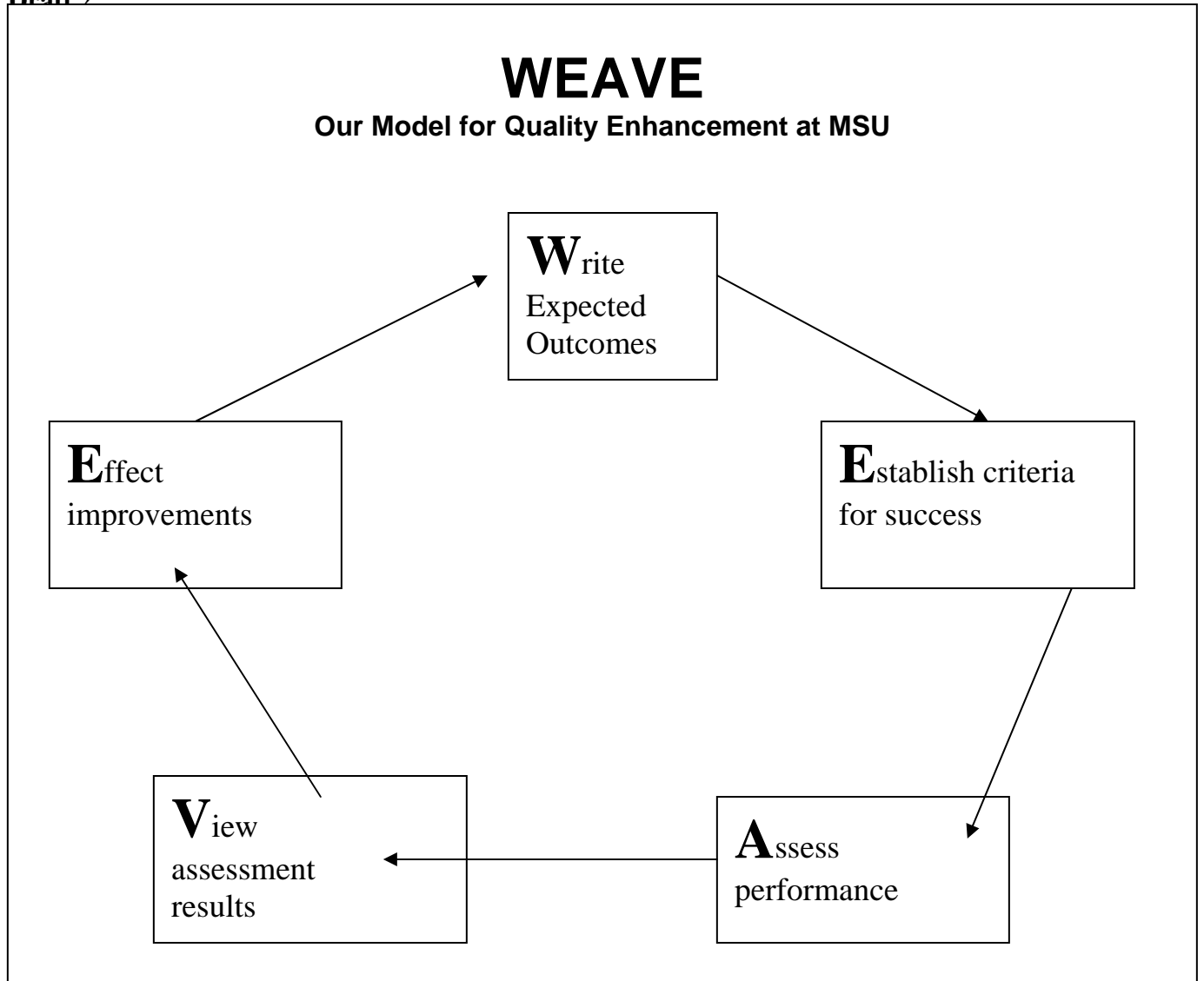
Most administrative units at MSU are already involved in program assessment. The next step is to establish a shared framework for ongoing assessment efforts and ensure that all units participate in the process. The WEAVE process developed by Virginia Commonwealth University has been selected to enhance our assessment program.

The goal of this process is to *weave* the various strands of planning, program review, assessment and evaluation into a tapestry that truly tells the story of MSU — a tapestry that integrates these various strands in a seamless institution-wide vision. This tapestry will demonstrate the many ways MSU effectively accomplishes its mission and will show our process for continuing improvement.

You are part of a much larger effort; every unit within the University will be involved in this implementation and assessment of institutional effectiveness as MSU works to:

- **w**rite expected outcomes.
- **e**stablish criteria for success.
- **a**ssess performance.
- **v**iew assessment results.
- **e**ffect improvements.

The WEAVE cycle begins when you articulate your unit's mission, goals, and objectives. Once you establish those expected outcomes for your unit, you determine the appropriate assessment that will measure how well those goals and objectives are being met. Next, you conduct the assessment activities and determine results. Then, you and others in your administrative/educational support unit review the results and determine the actions to be taken, including changes to improve learning or services.



\*WEAVE model developed by VCU.

When developing and implementing outcomes assessment strategies for a unit/program, you should keep in mind the four key purposes of assessment: to improve, to inform, to prove, and to support. You need to design an assessment process that provides information you can use to determine whether intended outcomes are being achieved and how programs/units can be improved.

SACS uses the term “Administrative and Educational Support Units” for a wide range of programs and activities that do not award degrees. At a university like MSU, these units have many different missions and serve very different people. Even so, it is possible to work through the WEAVE process to develop appropriate assessment approaches for any unit. While you are *WEAVEing*, consider how you can integrate any relevant professional standards, criteria, etc., into your thinking.

## Developing the Administrative Unit Assessment Plan

A systematic approach is essential to good assessment. The following is a 10 step process to assist you in your efforts to design an effective assessment plan that serves the needs of an administrative unit. *(Adapted from WEAVE and Central Florida)*

### Step 1: Organize for assessment

Identify the key players, committees, and structures before you begin. While one or more persons may lead the unit assessment process, it is critical that all staff members assume responsibility for designing, implementing, and carrying out the assessment process.

### Step 2: Define and articulate the mission of your administrative unit or program

The mission is a broad statement of the administrative unit's purpose. Your unit's mission statement links the unit to your college/division and ultimately to the overall mission of MSU. To formulate or revise a mission statement that is integrated into MSU's mission, begin by reviewing the University's mission and identify how your academic program supports MSU's mission. The mission statement should reflect each unit's contribution to the educational and career paths of students who specifically encounter that administrative unit.

**MSU Vision Statement:** *We aspire to be the best public regional university in the South.*

**MSU Mission Statement:** *We are a diverse community of learners committed to student success. MSU is accredited as a comprehensive university offering quality higher education opportunities in a collegial and open environment. MSU pursues academic excellence, research, community engagement and life-long learning. MSU is dedicated to improving the quality of life while preserving and promoting the unique cultural heritage of East Kentucky. (Morehead State University Strategic Plan)*

Here are a few questions for you to consider in formulating the purpose or mission of your unit:

- What is the primary function of your unit?
- What core activities are involved?
- What should those you serve experience after interacting with your unit?

### Step 3: Define the goals of the administrative unit

The goals of an administrative unit should concur with the goals of the institution. Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They provide the basis for assessment and therefore should be defined adequately and clearly. The goals are usually not measurable and need to be further developed as separate outcomes. When measured appropriately, these outcomes provide evidence of how well you are accomplishing goals *(Central Florida)*.

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### MSU Goals:

Academic Excellence  
Student Success  
Productive Partnerships  
Improved Infrastructure  
Resource Enhancement  
Enrollment and Retention Gains

#### Academic Excellence

How will MSU develop, deliver, and maintain superior academic programs?

#### Student Success

How will support services fulfill student academic and co-curricular needs?

#### Productive Partnerships

How will we utilize partnerships to benefit the people, communities and economy within the MSU service region?

#### Improved Infrastructure

How will we effectively manage human, capital and fiscal resources?

#### Resource Enhancement

How will we maximize public and private revenue opportunities?

#### Enrollment and Retention

How will we reach optimal student enrollment and retention goals?

### Step 4: Define your unit's objectives

Goals tend to be general statements. Objectives are more specific statements and reflect the broader goals. The objectives of an administrative unit usually focus more on process and student development than learning. The objectives will primarily describe what the department is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.) (*Adapted from Central Florida and WEAVE*).

Here are three categories of objectives:

- Outcome statements reflect gains you want those you serve to make — for example, what can someone do after interacting with your unit/program?
- Process statements concern the accomplishments of your unit's functions, such as:
  - level or volume of activity
  - efficiency with which you conduct the processes
  - compliance with external standards or regulations(i.e. - "number of transactions processed" or "cost per person")

## Draft 2

- Satisfaction statements describe how those you serve rate their satisfaction with your unit's processes or services.

In drafting objectives, it may help to create a flowchart of your unit's work processes to determine what your unit will accomplish and what students, faculty, staff, and others will think, know or do following the provision of the service.

Consider such questions as:

- What are the most important results or impacts that should occur as a result of your unit's activities?
- What are your critical work processes and how should they function?
- What does the end user experience through interaction with your unit?

NOTE: The unit should identify a long list of potential objectives supporting the mission statement. If an individual unit is submitting a plan for the one area, then 3-5 planning objectives should be selected for assessment at one time. If a division is combining several units, then more objectives would need to be selected for assessment to improve all areas. Keep the initial list of objectives to refer back to after the initial assessment cycle is complete and the initial objectives have been accomplished or reached a plateau.

SMART is an acronym that is often used to determine how well an objective is formulated. A good objective is a SMART objective when it is:

- **Specific** – Be clear about what your unit plans to accomplish, as well as when, where or how. For example, “we will expand our services” does not specify how or by how much or for how many customers the services will be expanded. Words such as develop, encourage and enhance lack specificity. Action words or concrete verbs such as locate, increase, promote, or reduce make objectives more specific.
- **Measurable** – Quantify your objective as to targets and benefits, so that your unit can determine if it has reached the objective.
- **Achievable** – Know the objective is something that your unit can accomplish. It is fine to accomplish your objective in incremental steps over several years.
- **Realistic** – Make sure the objective is something that can be done practically in a specific time frame or for a specific amount of money.
- **Time-bound** – When will the objective be done? Tie the objective to a specific time frame.

### **Step 5: Identify appropriate performance criteria and assessment measures.**

As a group, determine what standards are expected from services provided by your administrative unit. For each outcome, create measures that help your unit in making critical decisions about its processes and services. Build an inventory of existing evaluation and assessment activities. Ask colleagues in similar units at other institutions

## Draft 2

how they assess their efficiency and effectiveness. When designing your assessment, you should use multiple measures. A composite of results can yield a more realistic picture of your unit's performance.

Assessment methods are often classified as either being direct or indirect based upon whether you want to assess learning or experience. For administrative units that educate students or other constituents, direct assessments specifically evaluate the competence of students/constituents in what they have learned as a result of the provided service. Indirect assessments are different in that they measure the student's, alumni's, parent's, and employer's experience rather than their knowledge and skills. These methods include internship reports, supervisor evaluations, and student self-reports, etc.

Common types of assessment:

- Attitudinal – measures of satisfaction from those you serve
- Direct – counts of unit services
- External – validation (neutral party, auditor, professional standards)

A modified categorization scheme (*Adapted from University of Central Florida, Concordia College, PACT, UMASS*) is proposed in this handbook with the purpose of providing a more clearly defined system for selecting appropriate assessment methods that address what you are trying to assess. Assessment methods have been classified based on what you are trying to assess. Two categories have been identified and are described briefly below.

### 1. Student or constituent learning

1.1. Direct assessors of student or constituent learning. This category includes methods that evaluate the learning of students in terms of:

- a. Cognitive: What does the student know?
- b. Performance / skills: What can the student do?
- c. Affective: What does the student care about?

1.2. Indirect assessors of student or constituent learning. This category consists of assessment methods that allow students or others (such as employer, parent, alumni, etc.) to report on what students have learned. In other words, the methods are used to evaluate the “perception” of learning. As with the direct method there are three learning types that we are concerned with:

- a. Cognitive: What is reported (perceived) that the student or other knows?
- b. Performance and skills: What is reported (perceived) that the student or other can do?
- c. Affective: What is reported (perceived) as important to the student or other?

## 2. Administrative functions and critical processes

2.1. Direct assessors of unit processes: This category includes methods that assess demand, quality, efficiency and effectiveness. For example, efficiency may address completion of service, productivity of service and efficiency of individual points of service (e.g., academic and career advising, computer assistance, tutoring, turn around time and process completion rates, data error/accuracy analysis, participation rates in special events, percentage of time network servers were kept online, etc.).

2.2. Student or client perception of functions and critical processes: This category includes methods that assess perception of support activities and services (e.g. Surveys of satisfaction with orientation, financial aid, admissions, cleanliness/appearance of facilities, delivery of materials, etc.).

It is important that you select the appropriate assessment methods for each objective/outcome. If you do not select the appropriate assessment method, the information will not be useful. Each means of assessment will include **who** will complete **what** by **when** using **identified criteria** with an established **measurable level of success**. Consider the following examples:

**Objective:** Students will demonstrate an understanding of the services provided by offices that are involved in the enrollment process during spring 2008 SOAR sessions.

Poor assessment method: Students will successfully download the Statement of Intent form.

Better assessment method: After each SOAR session on enrollment, the students will achieve a 90% or higher on the set of questions related to the services provided by offices that are involved in the enrollment process when administered by the Coordinator of SOAR sessions.

**Objective:** Physical Plant will improve the accessibility of all University facilities for all students, faculty, staff, and community members.

Poor assessment method: The Superintendent will review ADA audits and internal facility audits.

Better assessment method: The Director of Physical Plant will assure the upgrade of handicap accessibility for 90% of the buildings identified in ADA facility plan evaluated by a checklist prepared to measure full compliance by June of 2007.

Always aim for a criterion level that stretches your unit's performance. For example:

- How well should we serve our clients?
- 95 percent of our users will be "very satisfied or

## Draft 2

satisfied” with our services.

- At least 80 percent of eligible employees will participate in training.
- 90 percent of the transcripts will be sent within three days.
- 90 percent of the forms will be processed without errors.
- 90 percent of routine work orders will be completed within five working day

### **Step 6: Establish a schedule for the above steps.**

### **Step 7: Submit the administrative unit assessment plan for review.**

### **Step 8: Implement the assessment plan.**

Put your assessment plan into action. Some assessments may take place monthly, others annually and others even on a triennial basis. Conduct a focus group of those you serve, survey people who have participated in your unit’s activities, have an expert come through and review your processes. During this step, you find out what others say about your operation.

### **Step 9: Analyze the findings from your assessments.**

Once the results from your assessments have been collected, see what they can tell you about your program. Consider asking questions such as:

- What can you infer from the data?
- What future actions will you take?
- What changes have you made (or will you make) based on assessment results?
- What are the budgetary implications?

As your unit discusses the assessment results and their implications, celebrate when your unit has accomplished what it planned to accomplish. Come to a clear understanding and agreement on areas that still present opportunities for growth and improvement.

Document the assessment findings. Summarize your results for reporting purposes; be sure to retain details of documentation on file for reference purposes if needed. As you discuss results, revisit and improve your assessment measures.

### **Step 10: Use your results.**

Meet with key members of the administrative unit so that data driven improvements can be made on a continuous basis. You have not completed the quality enhancement process until you “close the loop” and use results to make improvements to services.

Typical changes in services include:

- revising organizational structure

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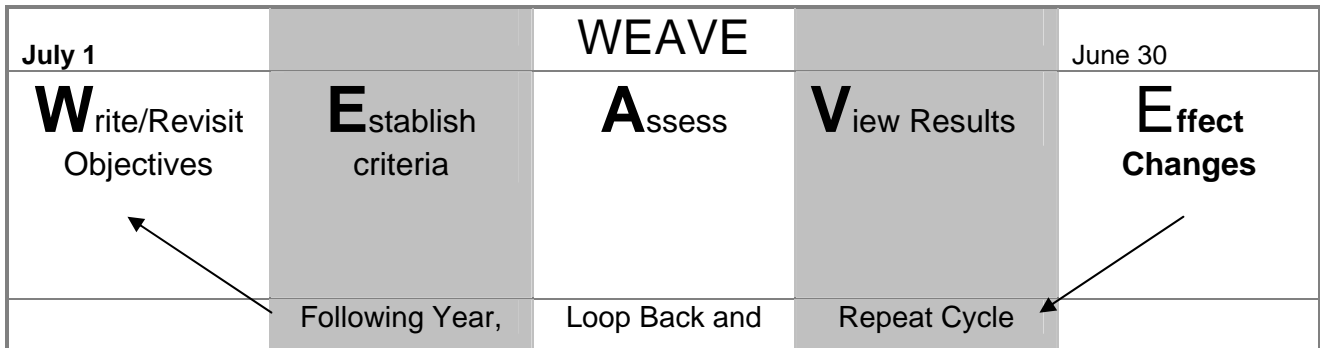
- reallocating resources
- revamping administrative procedures/streamlining processes
- modifying or expanding relations with public or external agencies

The decisions you make regarding a course of action for the following year may also lead to a restructuring or revision of your unit’s objectives for the following year.

**WEAVE REPORTING**

The best time to update objectives is in July of each annual reporting cycle. We will start the year, approximately in July, with goals and objectives in place, assess how well we are doing through the year, and then report results of assessment activities and implications for future actions in June, modifying objectives for the following year. To assist programs and units in *weaving* the tapestry of quality enhancement, the database will be dynamic and can be updated at any time.

Remember that the information stored should be helpful for future accreditation or other program review activities.



**NOTE: By its very nature, quality enhancement is an ever-evolving process. As Morehead State University pursues greater institutional effectiveness, new ideas and resources will enter into our thinking, and this guide will be updated to reflect those “best practices” and innovations.**

## Additional Resources

Appendix A: Nine Principles of Good Practice for  
Assessing Student Learning

From the American Association for Higher Education Assessment Forum :

**1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.**

**2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore, a firmer basis for improving our students' educational experience.**

**3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations — those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.**

**4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experiences along the way — about the curricula, teaching and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.**

**5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none; improvement is best fostered when assessment entails a linked series of activities undertaken over time. This linked series may mean tracking the progress of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor**

progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty plays an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better informed attention to student learning by all parties with a stake in its improvement.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about. Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This principle implies assessment approaches that produce evidence that relevant parties will find credible, suggestive and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change. Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and continually worked. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making and avidly sought.

9. Through assessment, educators meet responsibilities to students and to the public. There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation — to ourselves, our students and society — is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

Authors: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

Appendix B: MSU Preliminary Checklist for Administrative Unit Assessment Needs

Division: _____
Unit: _____

**The purpose of this checklist is to help you identify and determine your assessment needs.**

1. What are you assessing?

- Students' Level of Satisfaction with Services**
- Efficiency of Process**
- Productivity of Process**

2. Why are you assessing?

- For internal purposes (e.g. unit review, etc.)**
  - Good management**
  - Quality motivation**
  - To know where you are**
  - To know where you have been**
  - To know what is possible and how to get there**
- For external purposes**
  - Regional Accreditation**
  - Organizational Level Accreditation**

3. From whom will you collect the data?

- Incoming students**
- Current students**
- Graduating students**
- Alumni**
- Faculty**
- Staff**
- Parents**
- Other Institutions**
- Employers of graduates**

**Draft 2**

- Other** \_\_\_\_\_

4. Who will see the results?

- Unit**
- Deans and administrators**
- Advisory committees**

5. How will you use the data? **(Use all that apply – it may be for more than one purpose and may need to be collected in different ways for multiple purposes)**

- To make improvements**
- For accreditation review**
- To fulfill a request by a committee**
- To support a proposal**
- To recruit new students**

6. What will you use as a reference/benchmark to determine the level of success?

- Peer data**
- Prior year(s) data**
- Other** \_\_\_\_\_

7. How often will you collect the data?

- Weekly**
- Monthly**
- Each semester**
- Each assessment cycle**

8. Who will be the person responsible for collecting the data?

- VP**
- Assoc. VP**
- Program Director**
- Program Coordinator**
- Other** \_\_\_\_\_

9. When will the unit meet to review data and finalize the analysis?

- Each semester**
- Each assessment cycle**

*( Adapted from Ball State’s University and University of Central Florida Assessment Handbooks)*

Appendix C:  
Worksheet for Identifying and Defining  
Service Oriented Unit Goals

**Have staff members complete this worksheet and then arrange a meeting where you can all compare notes and discuss the results. The reason for this exercise is to summarize and articulate primary goals that the staff can agree on.**

**Division:** \_\_\_\_\_

**Unit:** \_\_\_\_\_

*The goals of an administrative unit concur with the goals of the institution. Goals are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They provide the basis for assessment and therefore should be defined adequately and clearly. The goals are usually not measurable and need to be further developed as separate outcomes, that when measured appropriately, provide evidence of how well you are accomplishing goals (Central Florida).*

1. Identify and list all appropriate department goals. Refer to catalog descriptions, administrative unit review reports, mission statements, and external agencies (e.g., SACS).

2. Describe the most important services your unit provides.

**Draft 2**

3. Identify key services within your unit that contribute to supporting Morehead State University's mission and/or strategic plan - *ASPIRE*.

4. For each key service, ask how Morehead State University:

**a. operates more efficiently as a result of your service**

**b. can support students because of your service**

**c. benefits from utilizing your service**

5. In what ways should your unit make a difference in successful outcomes for students, other clients, or other administrative units?

6. What are some of the results you do not want to happen?

*\*Adapted from University of Central Florida Assessment Handbook*

Appendix D:

Worksheet for Identifying and Defining

Intended Student Outcomes within Unit Goals and Objectives

**Have staff members complete this worksheet, and then arrange a meeting where you can all compare notes and discuss the results. The reason for this exercise is to summarize and articulate primary goals that the staff can agree on.**

**Division:** \_\_\_\_\_

**Unit:** \_\_\_\_\_

*Goals tend to be general statements. Objectives are more specific statements and reflect the broader goals or describe the desired quality (timeliness, accuracy, responsiveness, etc) of key services.. The objectives of an administrative unit usually focus more on process and student development than learning. This type of objective describes what the department is going to do and defines exactly what the services should promote (understanding, knowledge, awareness, appreciation, etc.) in key stakeholders (alumni, parents, employers, etc.) (Adapted from Central Florida and WEAVE).*

Here are three categories of objectives:

- **Outcome statements** concern gains you want those you serve to make — for example, what can someone do after interacting with your unit/program?
- **Process statements** concern the accomplishments of your unit's functions, such as:
  - level or volume of activity
  - efficiency with which you conduct the processes
  - compliance with external standards or regulations
- **Satisfaction statements** describe how those you serve rate their satisfaction with your unit's processes or services.

1. Identify and list all appropriate department goals. Refer to catalog descriptions, administrative unit review reports, mission statements, and external agencies (e.g., SACS).

**Draft 2**

2. Describe an ideal student in your administrative unit in terms of abilities, knowledge, values and attitudes. Which of these characteristics do you think can be directly attributed to the administrative unit experience?

3. Identify key services within in your unit that contribute to producing and supporting the “ideal” student.

4. Ask what this “ideal” student:

**a. knows as a result of utilizing your service**

**b. can do as a result of utilizing your service**

**c. values as a result of utilizing your service**

**Draft 2**

5. In what ways should your unit make a difference in students' experiences?

6. What are some of the things you do not want to happen?

***\* Adapted from Ball State's University Workbook, University of Massachusetts Manual for Administrative unit-based Review and Assessment, and University of Central Florida Assessment Handbook***