Ensuring Compliance for Administrative Units

Dr. John D. Jones
Mississippi Valley State University
Associate Provost
Comprehensive Standard 3.3.1

• **SACS Comprehensive Standard 3.3.1** 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
The schedule for submitting that is established by the institution must be followed.

It must be a management responsibility for collecting the plans/reports for each division or area.

Each functional unit must receive feedback relative to their submitted plans/reports.

The plans/reports must be compiled using a hardcopy and electronic format (software may be helpful).

A standard must be established for documenting assessment on the campus.
The continuity of assessment is aided by proper documentation. As personnel or responsibilities change within a department there is the opportunity for pieces of the assessment puzzle to be lost. To help ensure this loss does not happen, a short assessment report should be updated as assessments occur.

A relatively complete assessment report should contain the following elements for each assessment activity:

- Assessment Activity (e.g., surveys, sign-in sheets, intake forms)
- Description of the assessment with copies of relevant materials (e.g., rubrics, tests)
- A description of the student sample and how students were selected (e.g., all fourth year students in capstone courses)
- A summary of the assessment results (e.g., mean scores)
- A brief discussion of any particularly meaningful findings (e.g., student performance in a given area is worse or better than expected)

Incorporate unit assessment into an annual report
INSTRUCTIONS FOR COMPLETING ASSESSMENT PLANS AND REPORTS

- Institutional Mission/Goals
- Unit Mission Statement
- Staff Involvement
- Expected Outcome
- Means/Methods of Assessment for Outcome
- Describe Data Collection Plan
- Define Criteria for Success
INSTRUCTIONS FOR COMPLETING ASSESSMENT PLANS AND REPORTS

• Describe Data Collected
• Describe Data Analysis
• Describe Whether Criteria for Success Were Met
• How Were Results Used to Improve the Unit
# Self-Evaluation Using the Evaluation Rubric

**Evaluation Rubric**

### Administrative and Educational Support Units

<table>
<thead>
<tr>
<th>Mission</th>
<th>3 (Excellent)</th>
<th>2 (Acceptable)</th>
<th>1 (In Need of Improvement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Mission Statement is appropriate</td>
<td>Statement is a verbatim passage selected and cited from the current Institutional Mission statement that helps to define the unit’s role within the institution</td>
<td>Statement is a verbatim passage selected from the current Institutional Mission statement that helps to define the unit’s role within the institution</td>
<td>Statement is not a verbatim passage selected and cited from the current Institutional Mission statement. It does not help to define the unit’s role within the institution</td>
</tr>
<tr>
<td>Unit Mission Statement is appropriate</td>
<td>Statement clearly describes the primary function of the unit, its link and contribution to the Institutional Mission</td>
<td>Statement does not clearly describe the primary function of the unit, its link and contribution to the Institutional Mission</td>
<td></td>
</tr>
<tr>
<td>Staff Involvement in planning and reporting process</td>
<td>Staff involvement in assessment planning and reporting is clearly stated in a detailed narrative. Meeting minutes and other documentation are attached to provide timelines and details about staff involvement in the unit’s assessment process</td>
<td>Staff involvement in planning and reporting process is stated in a detailed narrative; however, there is insufficient supporting documentation</td>
<td>Staff involvement in the planning and reporting process is not evident</td>
</tr>
<tr>
<td>Outcome Statement</td>
<td>Outcome is clearly stated in terms of what will happen as a result of what the unit does (learning, efficiency, productivity outcomes) and is not a list of inputs and activities</td>
<td>Outcome is somewhat stated in terms of what will happen as a result of what the unit does (learning, efficiency, productivity outcomes)</td>
<td>Outcome is stated in terms of inputs and/or activities rather than what will happen as a result of those inputs and activities</td>
</tr>
<tr>
<td>Outcome is linked to unit mission</td>
<td>Outcome has a clear link to the unit mission statement</td>
<td>Outcome’s link to the unit mission statement is somewhat clear</td>
<td>Outcome is not linked to the unit mission statement</td>
</tr>
<tr>
<td>Outcome is measurable</td>
<td>Outcome results are quantitative (can be expressed numerically)</td>
<td>Outcome results are somewhat quantitative</td>
<td>Outcome results are not quantifiable (they cannot be expressed numerically)</td>
</tr>
<tr>
<td>Outcome is focused</td>
<td>Statement is expressed as a single, focused outcome</td>
<td>Statement expresses two or more related outcomes</td>
<td>Statement expresses multiple outcomes that are unrelated</td>
</tr>
<tr>
<td>Means of Assessment</td>
<td>Multiple means of assessment are used</td>
<td>Only one means of assessment is proposed</td>
<td>No means of assessment are proposed</td>
</tr>
<tr>
<td>Means of assessment are valid</td>
<td>Means of assessment is an &quot;direct&quot; measure (self-evident) and valid for its intended purpose</td>
<td>Means of assessment is valid for its intended purpose and is an &quot;indirect&quot; measure (survey, etc.)</td>
<td>Means of assessment is not valid for its intended purpose</td>
</tr>
<tr>
<td>Data Collection Plan</td>
<td>Data collection plan is appropriate</td>
<td>Plan describes some aspects but not all aspects of data collection</td>
<td>Plan does not describe how, when and who will collect data</td>
</tr>
</tbody>
</table>

### Criteria for Success

<table>
<thead>
<tr>
<th>Criteria for Success</th>
<th>3 (Excellent)</th>
<th>2 (Acceptable)</th>
<th>1 (In Need of Improvement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collected</td>
<td>Data is sufficient evidence of the assessment process and its success</td>
<td>Data collected is insufficient and not reported in adequate detail to assess the outcome</td>
<td>Data collected is insufficient and not reported in adequate detail to assess the outcome</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Data is included in a detailed narrative or attached</td>
<td>Data is not included or not attached</td>
<td>Data is not included or not attached</td>
</tr>
<tr>
<td>Use of Results</td>
<td>Results are clearly linked to the outcome</td>
<td>Results are somewhat linked to the outcome</td>
<td>Results are not linked to the outcome</td>
</tr>
<tr>
<td>Results are used for improvements</td>
<td>Results are used to implement improvements in the unit. Documentation of improvements is attached</td>
<td>Results are used to implement improvements in the unit. Documentation of planned improvements is attached</td>
<td>Results are not used to implement improvements in the unit. Documentation of improvements is attached</td>
</tr>
</tbody>
</table>

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AES Assessment Guidelines 15