

Administrative Assessment

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***Virginia Assessment Group
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Administrative Assessment

Part I: The Basics – Definitions, Measures, & Objectives

Workshop Objectives

Yes

- *Ways to think about outcomes assessment in administrative & support areas*
- *Applications to your own assessment process*

No

- *A “how to do it” formula*

Part I Overview

- *Definitions*
- *Objectives*
- *Brainstorming exercise...*
- *Measures*
- *Brainstorming exercise...*

What is Assessment?

The basic question: Does it work?

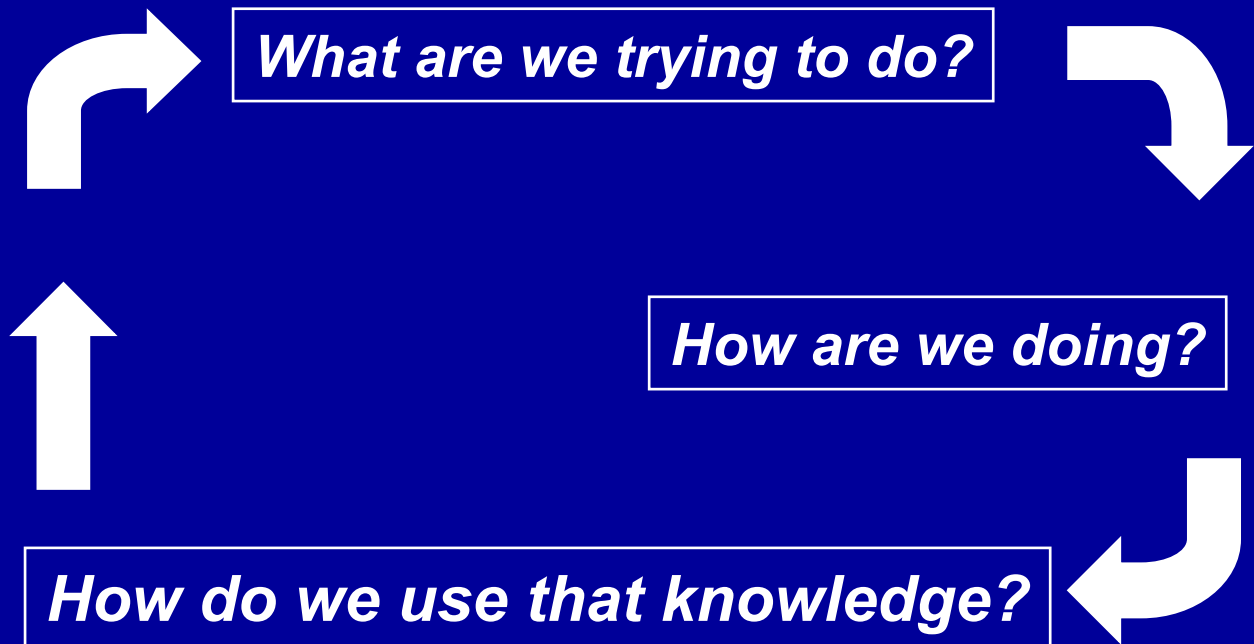
- *What are we trying to do?*
- *How well are we doing that?*
How do we know?
- *How do we use that information to guide us?*
- *Keep asking*

What is Assessment?

Jargons & models

- *Student learning outcomes assessment*
- *Total Quality Management (TQM)*
- *Continuous Quality Improvement (CQI)*
- *Balanced Scorecard (BSC)*

What is Assessment?



What is Assessment?

Assessment is for...

- *Program planning and improvement*
- *Accountability reporting – “telling the story “*

Keep planning / improvement first!

- *Information...*
 - *...for planning helps tell the story*
 - *...just for reporting may not help planning / improvement*

What is Assessment?

*Assessment is for...
Bragg as well as problems*

- *Positives*
 - *What's going the way we want*
 - *Bragging points*
- *As well as negatives*
 - *Problems*
 - *Things that need attention*
- *Most results are affirmations!*

Why administrative & support units?

A 20-year progression...

- ***Initial focus: student learning***
- ***Broadened to institutional functioning***
 - ***Recent budget issues***
 - ***Accreditors stress assessment***

There's no "one size fits all"

Units are different

- *Mix of management / service functions*
- *Different administrative levels*
- *The most effective approach fits the unit's internal style*
- *Variability is OK*

There are common issues...

Much is already in place

Is this really new? Yes and no...

- ***Monitoring accounts and processes***
- ***Ad-hoc assessment***
- ***Some already***
 - ***do “learning assessment”***
 - ***participate in academic outcomes assessment***
- ***Existing outcomes assessments may not be recognized***

Objectives: Processes and Clients

Client-focused objectives are:

- ***Easiest to see when “clients” are clear***
 - ***Human Resources, Student Affairs...***
- ***Harder in units that focus on processes***
 - ***Budget & Finance, University Advancement, Facilities Management...***
 - ***Can client focus help the bottom line?***
 - ***Deans / upper-level administration***
 - ***Can client focus help strategic goals?***

Objectives: Processes and Clients

Example: Admissions

- ***Process Objective: Quick access to pre-admission advising***
 - ***Measure: Appointment records***
 - ***Target: 90% within 5 days of appointment request***
- ***Client Objective: Students satisfied with pre-admission advising & counseling***
 - ***Measure: Post-session survey card***
 - ***Target: 70% satisfied/very satisfied***

Objectives: Processes and Clients

Example: Dean's Office

- ***Process Objective: Increased graduate student enrollment***
 - ***Measure: Admissions & registration records***
 - ***Target: Increase by 4%***
- ***Client Objective: High-quality professional-development services***
 - ***Measure: Survey of faculty***
 - ***Target: 85% satisfied/very satisfied***
 - ***Measure: # participants in development activities***
 - ***Target: ??***

Measures: What's useful?

Assessment targets:

*“When we measure such-&-such,
this is what we hope to find”*

Examples:

- *Increase graduate-student enrollment by 4%*
- *70% of incoming students are satisfied with pre-admissions counseling*
- *Alumni Association memberships up 15%*

Measures: What's useful?

Assessment targets:

“This is what we hope to find”

- *A management tool*
- *Useful when based on experience*
- *Expected, aspirational, strategic*
- *It's OK if some measures are vague*

Measures: What's useful?

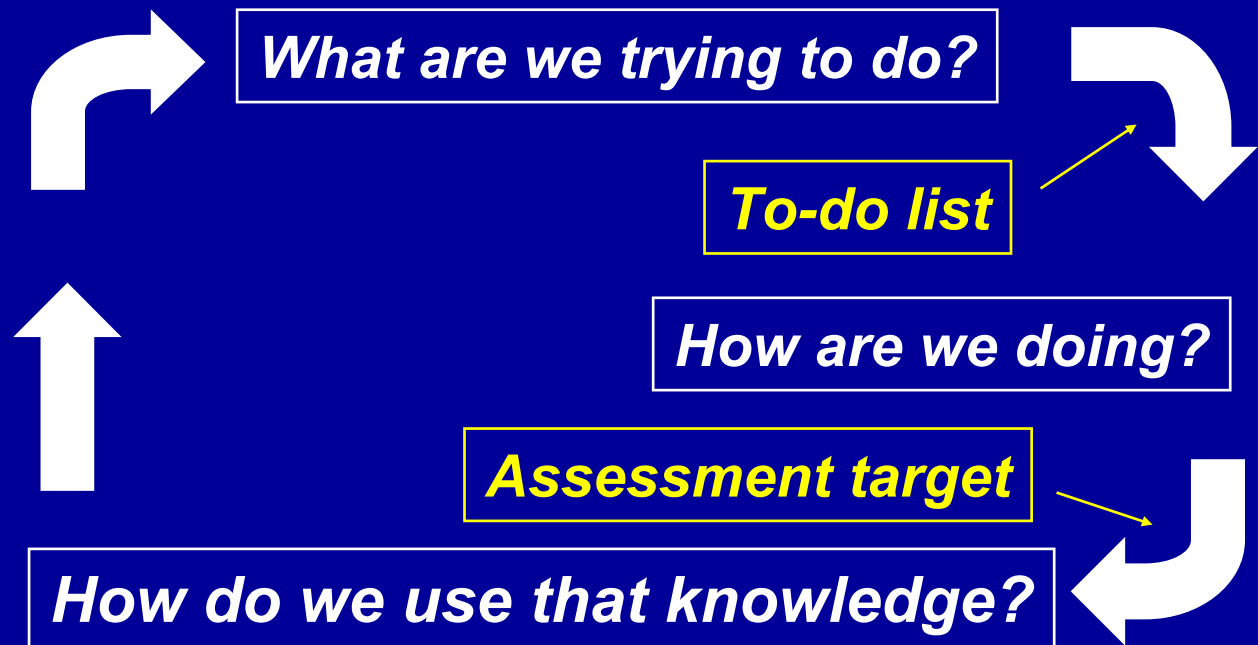
Target? Or to-do list?

“This is how we intend to monitor this objective”

Examples:

- Monitor activities related to enhancing student instruction, recognizing achievement, and career preparation*
- Secure and maintain faculty transcripts to meet accreditation standards*

Measures: What's useful?



Measures: What's useful?

Counts and client feedback

- *Operational / process measures*
 - *Such as:*
 - *Level / volume of activity*
 - *Cost of activity*
 - *Compliance with standards*
- *Client feedback*
 - *Effectiveness*
 - *Satisfaction*
 - *Proxy for effectiveness?*

Measures: What's useful?

Counts and client feedback

Examples

- ***Instructional Technology***
 - ***Counts: # Web-based courses***
 - ***Feedback: Surveys/focus groups for faculty satisfaction with training, support***
- ***University Auditor***
 - ***Counts: # audits conducted, # recommendations implemented***
 - ***Feedback: Post-audit surveys for usefulness of recommendations***

Administrative Assessment

Part II: Making It Work –

Hints, Tips, & Tools

Part II Overview

- *“Does it have to be numbers?”*
- *“Did it work?”*
- *Brainstorming exercise...*
- *Does it measure the objective?*
- *Are results being used?*
- *Brainstorming exercise...*
- *Tools & resources*
- *Assessing the workshop*

Hints & Tips:

“Does it have to be numbers?”

Numbers? – Sometimes

- *Narrative:*
Richer but harder to summarize
- *What’s the information for?*
 - *Description*
 - *Summary across units / time*
- *Categories quantify the qualitative*

Hints & Tips: “Did it work?”

*Vs. “Did we do it?”
Was it effective?*

Example:

- *Objective: Provide training for the salary administration process*
- *Measure: Training manual updated and distributed*
- *Was the manual effective?*
 - *What did you want it to accomplish?*
 - *Did it? How can you find out?*

Hints & Tips: “Did it work?”

***Vs. “Did we do it?”
Was it effective?***

Example

- ***Objective: Increased alumni participation in university activities***
- ***Measure: More membership events held***
- ***Did the events increase participation?***
- ***What measures could tell if they did?***

Hints & Tips: “Did it work?”

Hidden assumptions

Example

- ***Objective: Faculty files compiled promptly and accessible upon request***
- ***Measure: New documents added to file within 24 hours***
- ***Assumed: “If it’s filed, it’s accessible”***
 - ***Is it?***
 - ***How can you find out?***

Hints & Tips: “Did it work?”

Following up

- ***Formally:***
 - ***Human Resources leadership training***
 - ***“Exit” survey at completion of training***
 - ***Plus -- survey participants and supervisors one year later***
 - ***University Auditor post-audit surveys***
- ***Informally***

Hints & Tips

Does it Measure the Objective?

...or is there a hidden assumption that should be measured directly?

Example

- ***Objective: Provide freshman year services that increase retention***
- ***Measure: % increase in freshman retention rate***
- ***Does the increase tell you about the services?***
 - ***What's the hidden assumption?***
 - ***How can you evaluate the services?***

Hints & Tips

Does it Measure the Objective?

...or is there a hidden assumption that should be measured directly?

Example

- *Objective: Advising helps freshman understand general and major requirements*
- *Measure: Advising checkout sheet asks whether students understand*
- *Do they really understand the requirements?*
- *How can you find out?*

Hints & Tips

Are results being used?

“Actions taken” in assessment reports are often

- A to-do list of next year’s projects*
- Not related to assessment results*

“Accountability thinking?”

Hints & Tips

Are results being used?

Assessment is for...

- *Program planning and improvement*
- *Accountability reporting –
“Telling the story “*
- *“Accountability thinking” -
Assessment is for reporting*
- *Keep planning / improvement first!*
- *What information
do you / would you use?*

Tools & Resources

Your profession's guidelines

- *Standards*
- *Audit measures*
- *Self-study processes*
- *“Assessment” at workshops & conferences*

Tools & Resources

Benchmarking

- *Internal*
- *External*
 - *“Competitive”*
 - *Functional*

Tools & Resources

- *Event logs*
 - *Formal*
 - *Informal*
- *Client feedback*
 - *Logs*
 - *Surveys & focus groups*
 - *On the spot*
 - *Follow-up*

Tools & Resources: Making it “part of the job”

- ***“Bottom-up” design***
- ***“Draw from the top”***
- ***Reward it***
 - ***Recognize participation***
 - ***Recognize good process***
 - ***Use it in resource decisions***

Finishing up

- *The “Resources” handout*
- *Assessing the workshop*

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