

The background features several circular gauges and arrows, suggesting a process or cycle. The gauges have numerical scales, with some numbers like 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, and 260 visible. The arrows are curved and point in various directions, indicating a continuous or iterative process. The overall color scheme is a gradient of blue and purple.

# USING ASSESSMENT TO DRIVE QUALITY IMPROVEMENT IN ADMINISTRATIVE UNITS

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UNION UNIVERSITY

# AGENDA

- ✓ Assessment: Definition and Worth
- ✓ Annual Cycle of Continuous Improvement
- ✓ Outcomes: Identification & Measurement
- ✓ Results: Analysis & Use
- ✓ Q & A



# WHAT IS ASSESSMENT?

Assessment is an ongoing process of providing credible evidence of resources, implementation actions, and outcomes...

undertaken for the purpose of improving the effectiveness of instruction, programs, and services in higher education.

(Banta & Palomba, 2015, p. 2)



WHAT IS THE MOST  
CHALLENGING PART OF  
THE ASSESSMENT CYCLE  
FOR YOU?

# WHY IS ASSESSMENT IMPORTANT?



Promotes excellence and continuous improvement in all services to students



Facilitates effective and efficient operations



Helps us tell our story and maintain a competitive edge

# WHY IS ASSESSMENT IMPORTANT?

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Enables us to answer important questions posed by stakeholders

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Serves as a foundation for planning and budgeting

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As a result, we satisfy SACSCOC standards

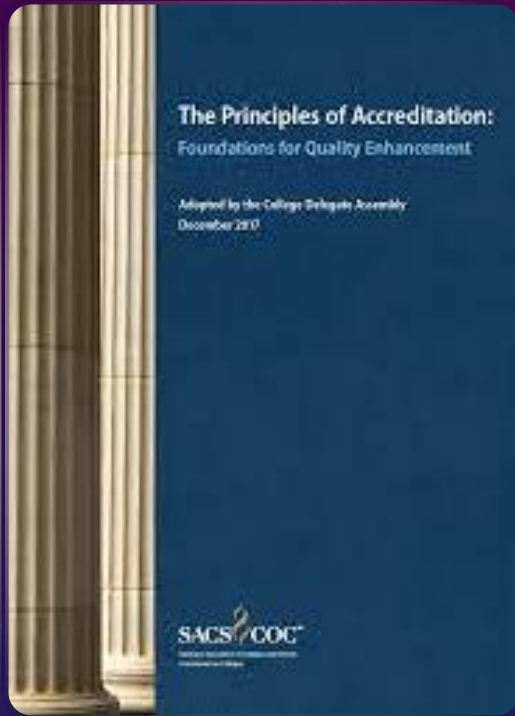


# SACSCOC STANDARD 7.3



The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

*(Administrative effectiveness)*



## SACSCOC STANDARD 8.2.C

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

c) academic and student services that support student success.

*(Student outcomes: Academic and student services)*



# THE COST OF NOT MEASURING & IMPROVING

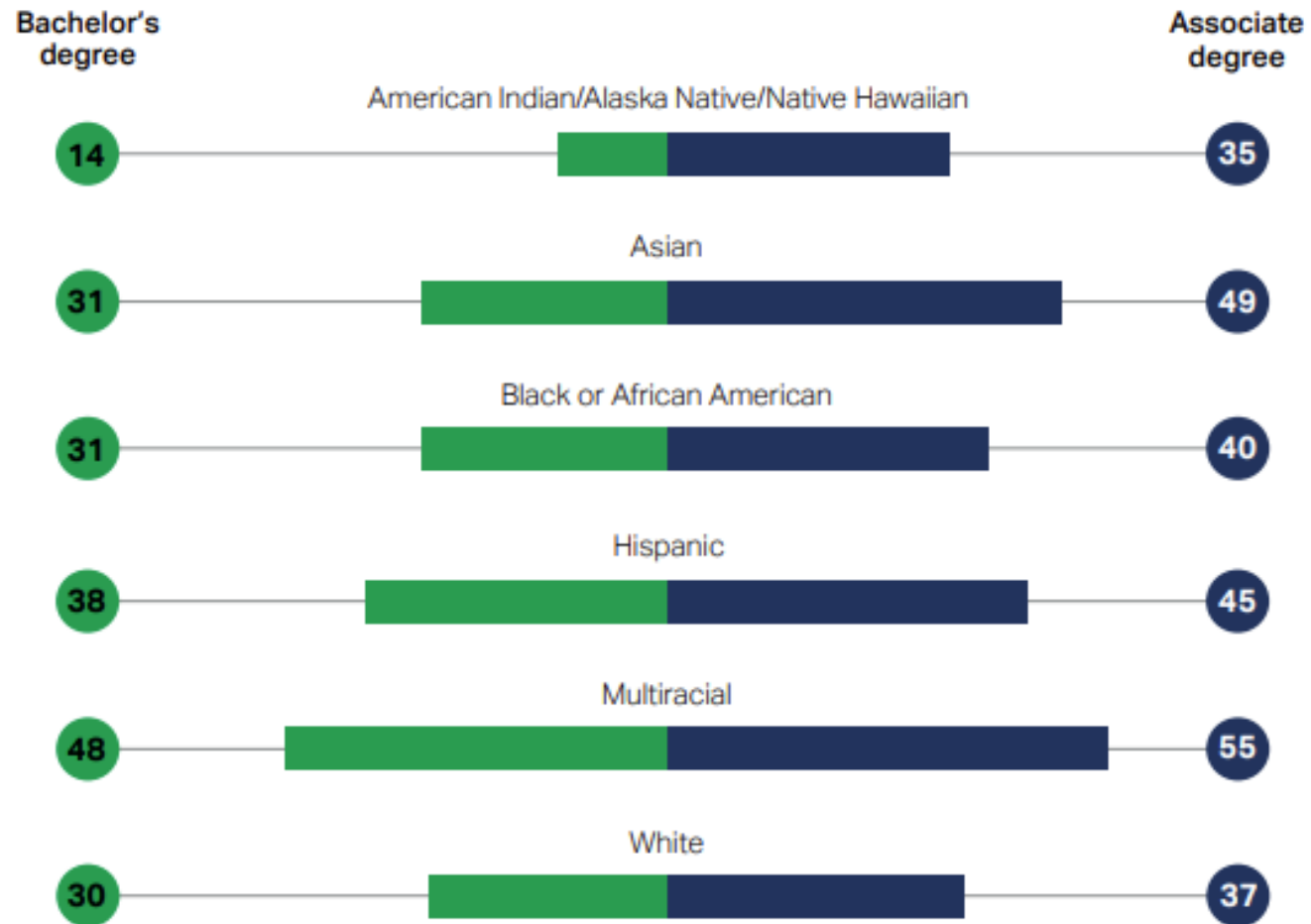
- \$16.5B yearly lost tuition revenue from student attrition (Education Policy Institute)
- 80% of U.S. adults believe that universities need to change to better meet the needs of students (Lumina Foundation)
- 96% believe providing support services is important for student success (Lumina Foundation)

FIGURE 8

Associate degree students — particularly those of color — are most likely to have considered withdrawing from their program

*In the past six months, have you considered stopping your coursework (that is, withdrawing from the program for at least one term)?*

% Yes



Lumina Foundation (2022). *The State of Higher Education*.

# Higher Education Systems Announce Metrics for Accountability to Ensure Value of a College Degree

December 7, 2022

*Colleges and university leaders convene in the nation's capital in support of transparent targets to increase degree completion, improve social mobility, and reduce student debt*

*Baseline data shows that college graduates are three-and-a-half times more likely to significantly improve their income bracket*

For Immediate Release: December 7th, 2022

## Media Contact

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[nash.edu/2022/12/higher-education-systems-announce-metrics-for-accountability-to-ensure-value-of-a-college-degree](https://nash.edu/2022/12/higher-education-systems-announce-metrics-for-accountability-to-ensure-value-of-a-college-degree)



# THE COST (IN CASE YOU ARE NOT CONVINCED)

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Decisions are based on assumptions rather than data

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Fail to meet stakeholder expectations

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Fail to identify areas of needed improvement

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Fail to innovate

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Fail to accomplish institutional priorities (strategic plan)

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Fail to meet accreditation requirements

*“The nicest thing about not planning is that failure comes as a complete surprise, rather than being preceded by a period of worry and depression.”*

~Sir John Harvey-Jones

*“No matter how good you get, you can always get better, and that’s the exciting part.”*

~Tiger Woods

*“We are too busy mopping the floor to turn off the faucet.”*

~Author unknown



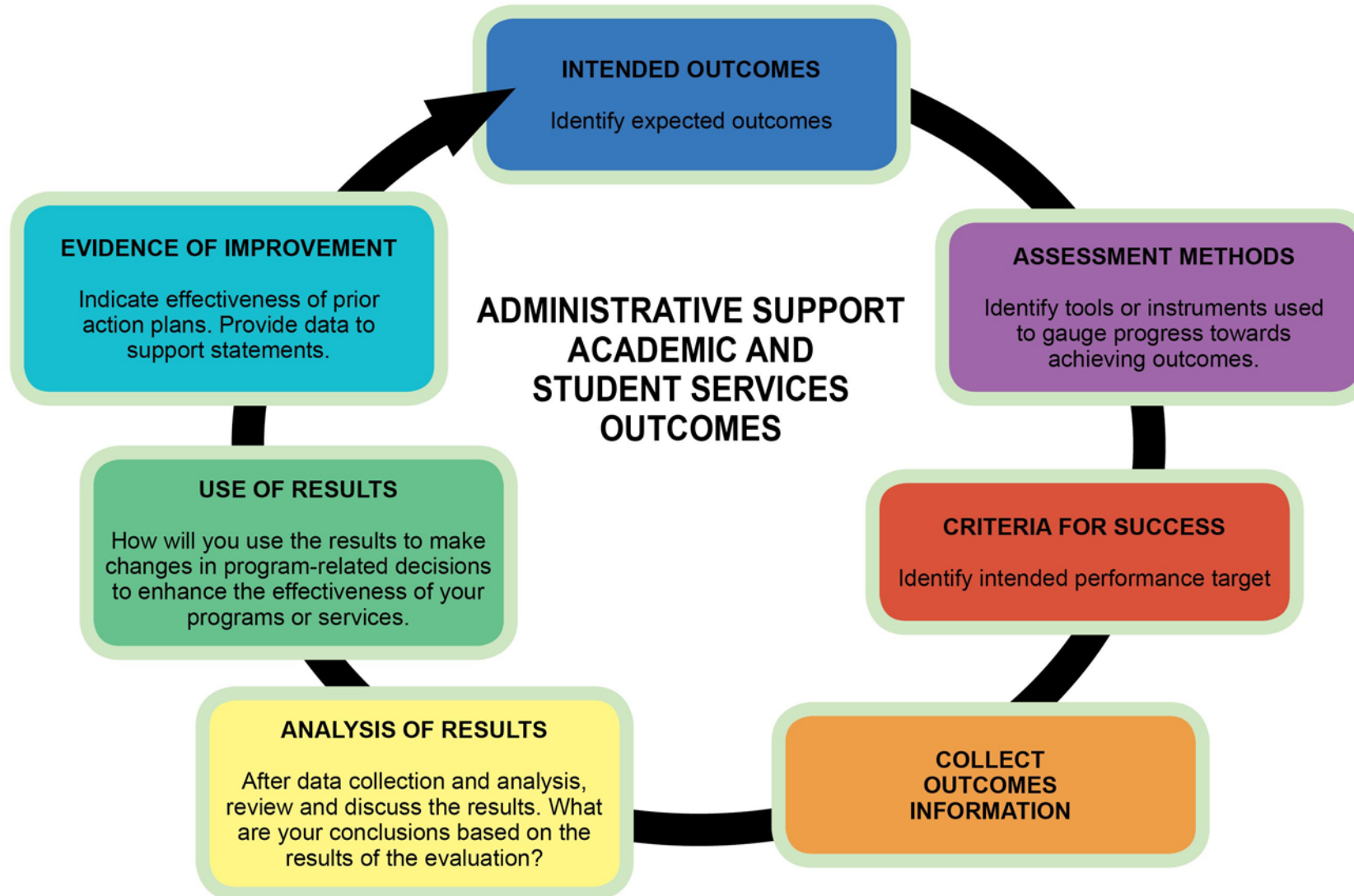
# THE ANNUAL CYCLE FOR CONTINUOUS IMPROVEMENT





# Tennessee State University

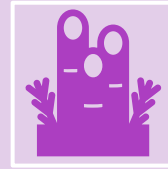
## Annual Cycle for Continuous Improvement



# PHASE I: REVIEW YOUR MISSION



Brief and clearly stated



Distinctive to your area



Reflective of your area's core purpose, primary functions, and activities



Consistent with the mission of the University

The background is a dark blue color with a complex pattern of light blue circular elements. These include concentric circles, dashed lines, and solid lines, some of which form partial rings or arcs. Interspersed among these patterns are numerical values ranging from 80 to 260, often accompanied by small arrowheads pointing in various directions. The overall aesthetic is technical and analytical.

# IDENTIFYING AND WRITING OUTCOMES



# WHAT IS AN OUTCOME?

A statement describing the changes you expect as a result of your program or service

People

Services

Systems

Policies,  
procedures,  
& processes



Focus on operations or student learning

# OPERATIONAL OUTCOMES



For administrative support services that typically do not work directly with students



Illustrate what a support service should accomplish



Address timeliness, responsiveness, accuracy, quality, quantity, fiscal sustainability, facilities and infrastructure, satisfaction, growth

# EXAMPLES OF OPERATIONAL OUTCOMES

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The Office of Admissions will respond to emails from prospective students within 1 business day or less.

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During priority registration, students will be able to register for courses independently.



# LEARNING OUTCOMES



For administrative support services that work directly with students



Describe the knowledge, skills, attitudes, values, and behaviors that students (or others with whom you interact) take with them from a program, service, or intervention



Results-focused and participant-centered

# EXAMPLES OF LEARNING OUTCOMES

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Faculty members who attend the online course development workshop will be able to develop new online courses that meet rubric requirements.

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Administrators who attend the assessment workshop will be able to write operational outcomes appropriate to their area.

# WRITING OUTCOMES: THINKING SMART

- S** Specific
- M** Measurable
- A** Aggressive and Attainable
- R** Results-oriented and Relevant
- T** Time-bound



The background is a dark blue gradient with several circular gauges and arrows. The gauges have numerical scales and tick marks, and some have arrows pointing in different directions. The overall theme is measurement and progress.

# MEASURING OUTCOMES

“Measurement is the first step that leads to control and eventually to improvement. If you cannot measure something, you cannot understand it. If you cannot understand it, you cannot control it. If you cannot control it, you cannot improve it.”

~H James Harrington

“Data is like garbage. You’d better know what you are going to do with it before you collect it.”

~Mark Twain





# DIRECT MEASUREMENT

- Designed to *directly* measure the outcome (e.g., efficacy of services, programs, initiatives, learning)
- Quantitative reports on accuracy and timeliness of financial reports, stakeholder participation numbers and percentages, attrition, degree of student learning



# INDIRECT MEASUREMENT

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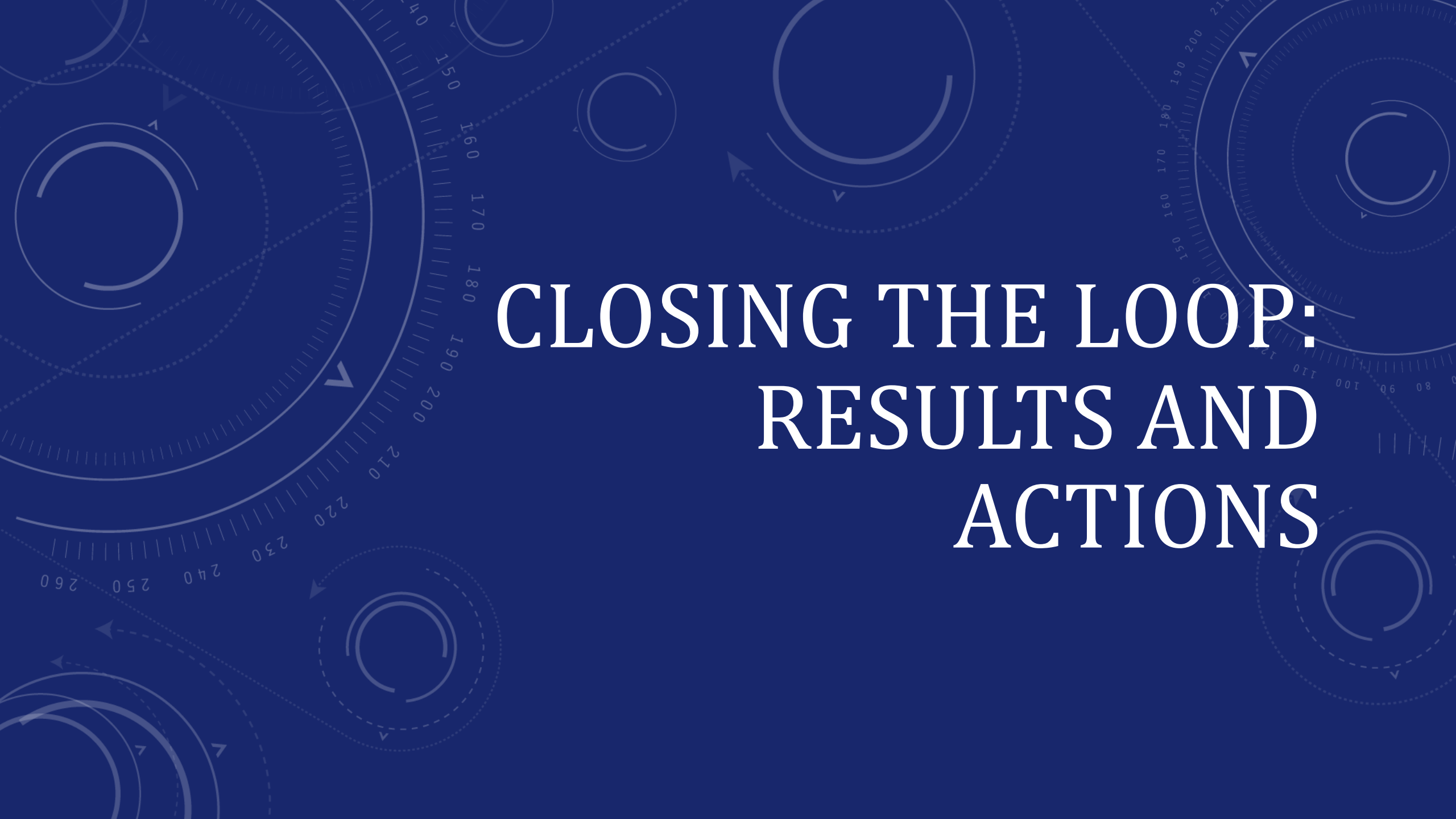
Designed to collect findings about stakeholders' attitudes, perceptions, feelings, values, etc.

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Customer satisfaction, impact of service on constituents, value of services (e.g., interviews, satisfaction surveys, evaluations, focus group discussions)

# FREQUENTLY USED MEASUREMENTS

- Activity record
- Analysis of work orders
- Audit report
- Benchmarking
- Comments card
- Employer survey
- Exit survey
- Interview
- Open forum feedback
- Point of Contact survey
- Questionnaire
- Roster of participation
- Satisfaction survey
- Self-evaluation or reflection
- Standardized assessment
- Student survey
- Suggestion box
- Telephone survey
- Ticket receipts
- Tracking

The background is a dark blue color with several faint, light blue circular patterns. These patterns include concentric circles, dashed lines, and arrows pointing in various directions, suggesting a technical or scientific theme. The text is centered in the middle of the image.

# CLOSING THE LOOP: RESULTS AND ACTIONS



# ANALYSIS OF RESULTS



Help us identify strengths and areas for needed improvement



Help us demonstrate a commitment to continuous improvement



Helps us connect mission, outcomes, and actions

# ACTIONS TO SEEK IMPROVEMENT

What does your area plan to do based on your analysis of results?

What changes do you intend to implement now that you have reflected on these data?

The background is a dark blue gradient with a starry space pattern. On the right side, there are several technical diagrams, including a large circular gauge with numerical markings from 80 to 210 and a smaller circular diagram below it. On the left side, there are faint circular diagrams and arrows.

“Errors using inadequate data are much less than those using no data at all.”

~Charles Babbage

“It is a capital mistake to theorize before one has data.”

~Sherlock Holmes





**QUESTIONS?**



# REFERENCES

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