



# **Guide to Submitting Administrative Assessment Reports**

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## Introduction

This guide includes information on administrative assessment and reporting as well as instructions and templates for creating administrative assessment reports.

## Purpose of Administrative Assessment

Institutions of higher education are faced with the internal and external pressures to demonstrate quality and effectiveness in their functioning and resources. As a result, there is increasing involvement in conducting assessments both among academic and administrative units within an organization. Conducting continuous quality improvement efforts in administrative units has become a fundamental driving force in recent assessment and evaluation efforts in higher education and among accreditors.

Assessment can be defined as the systematic and ongoing method of gathering, analyzing and using information from various sources about a unit. Assessment involves using measured outcomes, in order to improve student support services, student learning, and other administrative processes. Assessment, as it is addressed in this manual, relates to measuring critical administrative processes in order to gather data that provides information about how the institution is working towards meeting its stakeholders' needs and expectations.

A benefit of measuring performance among administrative units is that it provides a basis for the unit/organization to gain a sense of what is working well or going wrong within the unit/organization. This process ultimately establishes a direction for improving quality and effectiveness of the unit's functions, as well as constituent satisfaction. It documents quality initiatives taken by a unit to improve processes and/or efficiencies in functioning that lead to outcomes that benefits students, faculty/staff or the college as a whole. These could be process changes or improvements in efficiency, skill level of faculty/staff, opportunities for the college, and other aspects over which the unit has a certain amount of control.

## The Assessment Cycle

An assessment cycle involves four phases (Suskie, 2018). All four phases may be completed within an academic year or, depending on the administrative process under observation, the cycle may take longer:

- 1. Planning/determining procedures:** Planning involves setting clear, concrete outcomes and making sure that there are enough means and resources to reach the outcomes. This phase also involves determining the assessment methodology.
- 2. Conducting/analyzing:** Conducting/analyzing involves collecting and analyzing relevant data to measure progress towards outcomes.
- 3. Discussing/using results:** The discussing/using phase involves interpreting results and using findings to improve services or processes.
- 4. Determining impact:** After changes are made, follow-up assessment is necessary to determine if changes improved services or processes.

A figurative representation of an assessment cycle for an administrative unit is presented below. This representation below also includes the Mission of the office.



## Submission Policies and Report Format

To document these assessment activities, each administrative unit will submit one or more annual administrative assessment report(s). For administrative units with multiple subunits, the administrative unit head will determine which subunits will complete reports for the year.

Each unit should submit at least three quality initiatives each year. Each initiative is associated with five main report sections. These sections will be described in depth later in this document. However, the sections are listed below, along with the deadline for submission.

July 31:

- 1. Title of the quality initiative**
- 2. Identification of the outcome**
- 3. Assessment procedure and measure**
- 4. Criteria**
- 5. Results, overall status of the initiative, follow-up action, and link to Middle States standards**

Administrators completing reports will meet with their respective administrative unit heads to discuss the assessment reports that are submitted. Final assessment reports are posted on the college assessment website (maintained by OIE).

## Submitting a Report via ProcessMaker

To submit an administrative assessment report via ProcessMaker, use the following [link](#). Brief descriptions of the key fields in the report are included below. Appendix A contains a walk-through of how to complete the ProcessMaker form. Also, administrative assessment report templates and other resources can be found on the OIE [website](#).

**Table 1**

### *Descriptions of ProcessMaker Fields*

| <b>ProcessMaker Field</b> | <b>Description</b>  |
|---------------------------|---|
| Mission                   | The mission statement is an overarching statement that might include the unit’s vision, values, and essential functions. The mission may also contain information about how the unit benefits stakeholders.   |
| Outcome                   | <p>The Outcome field includes a <u>clear description of the initiative</u>, or activity to improve services or processes, that your unit is undertaking. This description should include sufficient <u>background information</u>, so that readers outside of your unit can fully understand what you are doing. The initiative might involve improving an existing process or developing a new process, and the initiative may span multiple years. For examples of initiatives, see <a href="#">Administrative Assessment Worksheet</a>.</p> <p>Additionally, the initiative should be linked to a <u>concrete, measurable outcome</u>. The outcome is essentially a statement about the purpose of the initiative, and it should be <u>linked to the unit’s mission</u>. Some examples of outcomes may be to reduce time spent on a task, to increase stakeholder satisfaction, to increase funding, to increase student success or persistence, etc. For additional examples of outcomes, see <a href="#">Sample Administrative Outcomes From Other Institutions</a>.</p> |
| Assessment                | The Assessment field contains information about an <u>appropriate procedure for assessing, or measuring, your outcome</u> . Oftentimes, this procedure results in a numerical indicator. For example, you may develop a means to document the average number of hours spent on a task per week, the percentage of event attendees who reported that they were satisfied or extremely satisfied, the amount of dollars raised, or a student retention rate. For additional examples of assessments, see the “Assessment Methodology” column in <a href="#">Example Administrative Reports</a> .  |
| Criteria                  | The Criteria field includes information about your <u>standard for achievement</u> . Criteria are <u>often numerical</u> , and serve as <u>comparisons</u> for your measurements. For example, you may want to improve your numbers since last year (e.g., “Our initiative will reduce the average weekly time spent on the task by 15%, compared to last year”) or you may want to improve your numbers relative to an internal standard (e.g., Our initiative will result in 80% of event attendees reporting that they are satisfied or extremely satisfied). You may also reference external standards (e.g., the average retention rate of regional institutions). In any case, be sure to   |

|                   |   |
|-------------------|---|
|                   | specify exactly what your standards are. For additional examples of criteria, see the “Target” column in this document <a href="#">Example Administrative Reports</a> .   |
| Results           | For the Results field, <u>provide your most important data and summarize the most important themes</u> in the data. You may upload reports, spreadsheets, and other documentation; however, the key data and the take-home message should be documented in the text box. Your results should be clearly relevant to your outcome. Also, discuss the following. <u>Has your criterion been met? What conclusions can be drawn from the data?</u> For examples of results, see <a href="#">Example Administrative Reports</a> . |
| Follow-Up Actions | The Follow-Up Actions box should include a <u>discussion of areas for improvement or a discussion of your accomplishments</u> . <u>Would you like to improve your results? Have your results led you to consider other initiatives or assessments?</u> For examples of follow-up actions, see <a href="#">Example Administrative Reports</a> .  |

### Additional References for Administrative Assessment Reporting

On the Assessment website, under the Assessment Resources & Report Submission tab, you can find:

- [Administrative Assessment Worksheet](#): A worksheet for identifying initiatives and outcomes and developing measures (adapted from the University of Central Florida).
- [Sample Administrative Outcomes From Other Institutions](#): A list of example outcomes, broken down by administrative units.
- [Example Administrative Reports](#): Examples of assessment reports (adapted from Virginia Tech, which uses an assessment method similar to Siena’s method.)

Another comprehensive handbook on Administrative Assessment is from the University of Central Florida.

### Review of the Administrative Assessment Report

Personnel in the Office of Institutional Effectiveness are available to consult with administrators on all aspects of the assessment process. They review assessment reports and have a discussion (as needed) with the stakeholders on the reports submitted.

# Appendix A



## Administrative Outcomes Assessment Report

The Administrative Outcomes Assessment Report documents quality initiatives taken by a unit to improve processes, and or efficiencies in functioning that lead to outcomes that benefit students, the faculty/staff or the college as a whole. Please complete the report with a minimum of 3 initiatives for an Administrative unit. If the Administrative unit has sub-units, the Administrative unit head must coordinate between their various sub-units to ensure that at least 3 initiatives are completed for the administrative unit during each academic year. If an administrative unit has many sub-units they may choose to submit more than 3 assessment initiatives.

If you have any questions about the online submission, please contact oie@siena.edu.

- Hover your mouse over the to the right of a question for more details/description.
- The red asterisk to the left \* indicates a required field.
- If you are not finished, you can still save what has been entered by clicking the Save As Draft button. You will receive an email with a link to complete your application.

\* Report Year

\* Division

\* Administrative UNIT

Be sure that this field contains the appropriate academic year for the assessment.

Select your division and then unit from the dropdown menu.

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\* Report Year

\* Division

\* Administrative UNIT

Retrieve previously submitted reports

Once you select a unit, you can choose a report from a previous year, either to view as a PDF, or to populate your current form. This allows you to either edit or add to the information already submitted.

Unit Mission

Indicate number of Initiatives  The Administrative Unit head is expected to coordinate the number of initiative assessments for the sub-units that they oversee.

Enter your unit's mission statement. See Table 1 above for guidance on composing a mission statement.

## Initiative 1

1) Title of the Quality Initiative:

2) Identify the Outcome: Briefly describe the quality improvement initiative you worked on this past year and why? Please identify the outcome(s) for this initiative.

The description of the quality improvement initiative should be clear and include the key services or processes to improve. The outcomes of this initiative and how it is linked or is important to the unit's mission should also be clearly described. See Table 1 above for guidance on composing the Outcome section.

3) Assessment: What measure did you use to assess this initiative? How did you specifically measure the aspect of service you were interested in improving?

The Assessment section should include a description of the procedure used to collect data (quantitative and/or qualitative). The method should be appropriate for desired outcome. See Table 1 above.

4) Criteria: What is the criteria for success?

The criterion for success might include a target number (i.e., unit of measurement, percentage etc.) to achieve. The criterion is a standard for comparison. See Table 1 above.



5) Results: What were the results\* (if applicable)? How did you analyze the results?

*\* Must attach document to show collection of data when submitted*

imed continuous quality initiatives across the College

Upload reports, spreadsheets, etc. by clicking "Choose File."

Results should indicate whether or not the criterion has been met. Valid conclusions should be drawn from the available data. See Table 1 above for guidance on composing the Results.

Upload Supporting Document(s)

[Add Additional Documents](#)

1  No file chosen

(Supporting Documents)

Overall status of the initiative - Select One -

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- Select One -
- Completed, criteria achieved, no additional work needed
- Completed, changes implemented as described above
- In progress, follow-up actions identified
- In progress, inconclusive evidence and need to collect additional data

Select "In progress, follow-up actions identified" to populate the Follow-Up Action field.

Overall status of the initiative **In progress, follow-up actions identified**

6) Follow up action: What changes were made/follow-up activities planned based on the results?

Areas for improvement should be stated and new action identified. If improvements have been achieved and completed, accomplishments should be highlighted. See Table 1 above.

Follow-up action status - Select One -

Follow-up action status - Select One -

- Select One -
- Completed follow-up actions
- In progress, follow-up actions will continue

**Internal or Middle States Standards:**

If this quality initiative is related to one of the MSCHE standards, please place a check box against that standard; or check the box for the option "Internal quality initiative not related to Middle States standards" (click on link to MSCHE standards)

- Internal quality initiative not related to Middle States standards
- Standard I: Mission and Goals
- Standard II: Ethics and Integrity
- Standard III: Design and Delivery of the Student Learning Experience
- Standard IV: Support of the Student Living Experience
- Standard V: Educational Effectiveness Assessment
- Standard VI: Planning, Resources, and Institutional Improvement
- Standard VII: Governance, Leadership, and Administration

If this quality initiative is related to one of the MSCHE standards, please place a check box against that standard; or check the box for the option "Internal quality initiative not related to Middle States standards."