Measuring the Impact of Administrative and Support Units

Julia Bannerman
Director of Administrative Assessment and Review

Mary Finn
Associate Provost for Institutional Effectiveness
Office of Institutional Effectiveness
Georgia State University
December 7, 2009
3.3 Institutional Effectiveness

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: (Institutional Effectiveness):

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational 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
Administrative and Support Units

- **Academic Affairs**
  - E.g., Enrollment Services, Institutional Effectiveness, Information Technology, administrative functions in the colleges

- **Development**

- **Finance and Administration**
  - E.g., Financial and Accounting Services, Human Resources, Auxiliary Services, Facilities Management

- **Research Administration**

- **Student Affairs**
  - E.g., Dean of Students, Recreation Center, African American Student Services, Health Clinic, Student Housing, Disability Services

- **University Relations**
Questions to ask

- Who are the primary users of outcome assessment information?
- What types of decisions do they make?
- What questions must be answered to inform these decisions?
- What types of information are needed?
- How and from where should the information be collected?
- What is the best timing for getting the information?
- How will be the information be analyzed and interpreted?
- How will the information be used?

Assessment Plan

- Mission statement
- Intended Outcomes
- Measures/Indicators for each outcome
- Performance targets for each measure
Definitions

- **Goal**: Describes something a department is going to do or is held responsible for doing in order to fulfill its mission.

- **Intended Outcome**: Describes the impact the department’s product or service is intended to have on the recipient of that product or service.
Immediate, intermediate and long-term outcomes

Senior management has accurate information available upon which to base decisions

Senior management uses the information in decision-making

Senior management uses the information to make sound decisions
Assessment Plan

☐ Mission statement
☐ Intended Outcomes
☐ Measures/Indicators for each outcome
☐ Performance targets for each measure
More definitions

- **Indicators/Measures**: The characteristics, elements, behaviors, conditions, etc., that you examine to monitor changes in your outcome attainment

- **Performance Targets**: What level of attainment on the indicator/measure do you consider adequate (for the current cycle)
Developing Measures

- Define what you want to measure (for each outcome)
- Determine the performance target
- Decide on methodology (how, who, when)
- Determine how the data will be analyzed and interpreted, and who will do it
- Determine how the results will be used
Stop with the definitions, already!

- **Methodology**: How you plan to systematically collect the data on your measure (who, what, where, when)

- **Tools**: The data collection device or apparatus you will use
Developing Measures

- Define what you want to measure (for each outcome)
- Determine the performance target
- Decide on methodology (how, who, when)
- Determine how the data will be analyzed and interpreted, and who will do it
- Determine how the results will be used
Other Ways to get at Measures

- Ask the boss’s boss what she needs
- Look at data already being collected
- Check professional associations for standards, benchmarks
- Check with peer institutions
- Ask what data are being collected at institutional level (for control group)
- Consider direct, indirect, and proxy measures
Direct Measures

Involves documentation of SCCI’s behavior, condition or status through systematic observation of behavior or artifact thereof.

<table>
<thead>
<tr>
<th>Measures/Indicators</th>
<th>Methodologies</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Desired behavior, condition or behavior or SCCI</td>
<td>• Observational analysis (of behavior)</td>
<td>• Checklists</td>
</tr>
<tr>
<td>• Undesired behavior</td>
<td>• Analysis of artifact of behavior (eg, documents)</td>
<td>• Rubrics</td>
</tr>
<tr>
<td>• Changes in behavior</td>
<td>• Pre-post tests</td>
<td>• Audits</td>
</tr>
<tr>
<td></td>
<td>• Systems analysis</td>
<td>• Electronic tracking systems</td>
</tr>
<tr>
<td></td>
<td>• Benchmarking</td>
<td>• Professional standards</td>
</tr>
</tbody>
</table>
## Indirect Measures

Use self-reporting as evidence of the SCCI’s behavior, condition or status

<table>
<thead>
<tr>
<th>Measures/Indicators</th>
<th>Methodologies</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Behavior reported SCCI</td>
<td>• Surveys</td>
<td>• Questionnaires</td>
</tr>
<tr>
<td>• Satisfaction reported by SCCI</td>
<td>• Focus groups</td>
<td>• Evaluation forms</td>
</tr>
<tr>
<td>• Needs/requirements reported by SCCI</td>
<td>• Interviews</td>
<td>• Meeting minutes/notes</td>
</tr>
<tr>
<td>• Successes reported by SCCI</td>
<td>• Observational analysis (of discussions about behavior)</td>
<td>• Electronic tracking systems</td>
</tr>
<tr>
<td>• Document analysis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proxy Measures

May evaluate certain qualities of the Providers output; may evaluate SCCI behavior that may or may not be related to the outcome

<table>
<thead>
<tr>
<th>Measures/Indicators</th>
<th>Methodologies</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Usage by SCCI</td>
<td>• Document analysis</td>
<td>• Request for service forms</td>
</tr>
<tr>
<td>• Quality of product of provider</td>
<td>• Computer generated counts</td>
<td>• Web page counters</td>
</tr>
<tr>
<td>• Timeliness of product from provider</td>
<td>• Benchmarking</td>
<td>• Checklists</td>
</tr>
<tr>
<td>• Project completion rates</td>
<td>• Time studies</td>
<td>• Rubrics</td>
</tr>
<tr>
<td>• Productivity of provider</td>
<td></td>
<td>• Audits</td>
</tr>
<tr>
<td>• Complaints from SCCI</td>
<td></td>
<td>• Productivity standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quality standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Electronic tracking systems</td>
</tr>
</tbody>
</table>