Administrative Assessment

SACSCOC

CS 7.3 and CS 8.2.c
SACSCOC Principles

1. Integrity Commitment (Assumption)
2. Core Requirements
   - Basic, broad based, foundational requirements for accreditation
3. Comprehensive Standards
   - Apply more specifically to the operations of the institution
4. Federal Requirements
   - Based on criteria outlined in federal regulations
Institutional Effectiveness

CS 7.3: The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (*administrative effectiveness*)
Institutional Effectiveness

8. Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

8.2 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:

8.2.c Academic and student services that support student success. (Student outcomes: academic and student services)
SACSCOC Peer Review Questions

• Are expected outcomes clear and measurable?

• Are there outcome assessment activities for each service?

• Are assessment findings used for service improvement?
Peer Review of Evidence

Evidence: Reveals trends and provides snapshot

- Reliable: evidence can be consistently interpreted
- Current: evidence supports assessment of current status
Peer Review of Evidence

Evidence: Reveals trends and provides snapshot:

• **Verifiable**: evidence can be corroborated and results replicated

• **Coherent**: evidence is orderly, logical, consistent across sources
Peer Review of Evidence

Evidence: Reveals trends and provides snapshot:

- **Objective**: evidence is based on observable data and information
- **Relevant**: evidence directly addresses principle and provides basis for action
- **Representative**: evidence reflects a larger body of evidence
Institutional Effectiveness

Process of Continuous Improvement

- Update
- Improve
- Do
- Assess
CS 7.3
Administrative Support Units

• Academic Affairs
  – VP Academic & Student Affairs
  – AVP Academic Affairs & Enrollment Management
  – AVP Student Affairs
  – Dean, School of Humanities & Social Sciences
  – Dean, School of Mathematics & Natural Sciences
CS 7.3
Administrative Support Units

• Business Affairs
  – VP Business Affairs
  – Auxiliary/Dining Services
  – Business/Plant Operations
  – Human Resources
  – Grants & Contracts
  – Payroll/Student Accounts
CS 7.3
Administrative Support Units

• EGSC Augusta
  – AVP for External Campuses

• EGSC Statesboro
  – Director

• President of the College
  – Chief of Staff/Legal Counsel
  – Institutional Research/SACSCOC Liaison
CS 7.3
Administrative Support Units

• Information Technology
  – VP Information Technology
  – Database Administration
  – Web Services
  – Infrastructure Services
  – Enterprise Services
  – Support Services
  – Distance Education
CS 7.3
Administrative Support Units

• Institutional Advancement
  – VP Institutional Advancement Office
  – Alumni Services for institutional support
  – Event Planner
  – Fulford Center community programming
  – GYSTC programming
CS 8.2.c
Academic Support Services

• Academic Affairs
  – Academic Advisement
  – African American Male Initiative
  – Center for Excellence in Teaching & Learning
  – Counseling and Disability Services
  – Dual Enrollment
  – eLearning
  – Learning Commons
  – Library
CS 8.2.c
Student Support Services

• Student Affairs
  – Admissions
  – CHOICE
  – Financial Aid
  – Housing
  – Registrar
  – Student Conduct
  – Student Life

• Athletics
“If you don’t know where you are going, you might wind up someplace else.”

– Yogi Berra
UCONN Assessment Primer
Mission

East Georgia State College is an associate degree granting, liberal arts institution of the University System of Georgia providing its students ACCESS to both academically transferable programs of study and collaborative programs in occupation related fields.
Terminology

• Purpose: why the unit exists

• Goals: broad statements of what the unit intends to accomplish over a planning period

• Outcomes: expected measurable results
Institutional Research Example

• The purpose of institutional research (IR) is to provide internal and external decision makers with accurate and relevant information on a timely basis.

• An annual goal of IR is to satisfy SACSCOC reporting obligations.

• An outcome of IR acting as the SACSCOC liaison is to submit a 5th Year Interim Report that peer reviewers accept within the scope of the Integrity Principle.
Exercise Questions

1. Which institutional goal does the unit serve?

2. What is the unit’s purpose?

3. What functions does the unit perform?

4. For whose benefit are these functions performed?

5. What goals will guide unit’s plan for next year?
Unit Outcomes

• Relevant to the unit’s purpose/goals
• Clearly stated and specific
• Measurable
• Improvable
Assessment Methods

• Measures are the methods used to gather information on how effectively an outcome is met

• Measures can be quantitative or qualitative

• Measures can be direct or indirect

See Marymount University Administrative Assessment Plan available at http://www.ega.edu/announce/Marymount_U_Administrative_Assessment_Handbook.pdf
Assessment Methods Example

Registrar’s Office maintains accurate records

<table>
<thead>
<tr>
<th>Types</th>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative</td>
<td>Number of reported transcript errors</td>
<td>Student survey of transcript accuracy</td>
</tr>
<tr>
<td>Qualitative</td>
<td>Review of student record policy</td>
<td>Registrar office focus group on accuracy</td>
</tr>
</tbody>
</table>

See Marymount University Administrative Assessment Plan available at [http://www.ega.edu/announce/Marymount_U_Administrative_Assessment_Handbook.pdf](http://www.ega.edu/announce/Marymount_U_Administrative_Assessment_Handbook.pdf)
Assessment Methods

• Critical Success Factors
  – Reliable infrastructure
  – Rapid response time
  – Competent staff
  – Adequate funding

• Reference Points
  – Planned vs. actual performance
  – Regulations, policies, and benchmarks
  – Comparisons to peers
Report and Plan

• Report on current status
  – Extent unit goals are being reached

• Prepare plan to assess
  – Identify opportunities to improve

• Assess to improve
  – Track performance against outcome metrics

• Report results and revise plan annually
  – Report challenges met and improvements made
  – Plan to focus on new opportunities to improve
Continuous Quality Improvement

• **Service**: meeting stakeholder expectations

• **Effectiveness**: achieving unit’s purpose/goals

• **Efficiency**: performing functions within budget
East Georgia State College seeks to be a state of Georgia leader in providing a model for expanding ACCESS to higher education as the state seeks to increase dramatically its rate of college progression and completion.
Slay the Bogeyman

Make being judged in compliance with accreditation principles an expected byproduct of an effective assessment system and not its purpose.