

# Academic-Support Departments Assessment Reporting

Institutional Effectiveness  
UNA Office of Academic Affairs

Assessment Reporting Guidelines for  
Administrative, Academic, and Student Support Units



# Institutional Effectiveness Planning & Assessment

UNA requires all academic, administrative and academic support units to submit annual reports by July 31 of each year documenting success outcomes (and in some cases student learning outcomes), demonstrating the extent to which each outcome has been achieved and describing how the results have been used for continuous improvement for the unit.

This reporting is an integral component of UNA's commitment to institutional effectiveness through purposeful assessment and is utilized for University planning and budget/resource allocations.

Additionally, each academic, administrative and academic support unit on campus is required to submit a five-year report on a staggered timeline, documenting progress made in the most recent five years and planning five years into the future. Some units are also externally audited as an additional evaluation component. This triangulated assessment approach ensures an effective evaluation of administrative support units throughout the institution.

This assessment reporting process enables UNA to remain compliant with current SACSCOC standards and expectations.

# SACSCOC Requirements

Academic, administrative and academic support units are divided into two distinct groups according to SACSCOC guidelines and reported to SACSCOC separately.

**Administrative support services** are reported with SACSCOC standard 7.3: *The institution identifies expected outcomes of its administrative support services and demonstrates to what extent the outcomes are achieved.*

**Academic and student support services** are reported with SACSCOC standard 8.2c: *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 for academic and student services that support student success.*

[Administrative Support Services](#) will only have Success Outcomes in annual reports.

[Academic Support and Student Support services](#) will have Success Outcomes that may focus on student learning. In some cases, they may choose to also have Student Learning Outcomes, as appropriate.

For additional information, please see: [SACSCOC Resource Manual](#)

# Annual Report: Required Components

- 1) Mission Statement of your department and how it aligns with the UNA Mission
- 2) At least 3 Success Outcomes
- 3) At least 1 direct measure and 1 indirect measure per Success Outcome
- 4) Measures: Brief description of each measure, why it is appropriate to measure the outcome and what it measures. Include the target or benchmark.
- 5) Results: Analysis of assessment results. Include any trends or gaps. The analysis indicates if the outcome was Met or Not Met.
- 6) Actions: Continuous Improvement Actions based on analyses of results. Units must include action steps based on data.

# Mission Statement

The mission statement section should answer the questions:

Who are you?

What do you do?

Who do you serve?

What results do you expect?

Example: Institutional Research collects, analyzes, and reports data to faculty, administrators and staff in order to provide information that supports institutional decision-making, planning, effectiveness and assessment.

# Success Outcomes

Success outcomes are used to measure performance relative to goals, outline how a unit will help the institution achieve its mission and monitor key metrics.

If your unit/department interacts with students, you may have student learning outcomes to demonstrate learning that takes place outside of the classroom. In this case, you may have both Success Outcomes AND Student Learning Outcomes (but preferably no more than 3 total). Or, the unit may have Success Outcomes with a student learning focus.

A Success Outcome should be specific and measurable. It should describe a specific goal for the department to work toward that will improve the unit's operations and services in order to support student success and/or support a healthy, safe and successful campus community.

These outcomes must be written using precise language.

# Writing Success Outcomes

- ⇒ Write a focused, specific outcome that is achievable and measurable.
- ⇒ Consider the needs of your department/unit. Write an outcome that allows you to address a need.
- ⇒ Consider any survey results, needs assessments, the UNA Strategic Plan, etc. that might identify areas to address. Please do not write a Success Outcome that has already been accomplished.
- ⇒ If addressing operational tasks, describe tasks or processes that support an operational aspect of a program or office.
- ⇒ If addressing operational performance, describe level of performance of operational aspect of a program or office (customer satisfaction, quality of work, timeliness of a product or process).
- ⇒ Focus on one outcome rather than combining multiple outcomes into one Success Outcome.

## Types of Success Outcomes

**Service Delivery Outcomes:** These are specific services and processes provided by the unit on a regular basis.

**Program Outcomes:** These are broader, overarching outcomes for the department.



# Service Delivery Success Outcomes

What do you do to achieve your mission? These outcomes reflect the core functions and purpose of your unit, especially how you provide essential services to students, faculty, staff, parents, employers, alumni, etc.

Examples:

- The Registrar's Office maintains accurate, secure student records.
- The Business office communicates timely information about report processes and due dates.
- Collier Library: Students will demonstrate basic information literacy skills.
- Career Services: Students will be able to create an effective resume.
- Human Resources: All new employees will become familiar with the benefit package.

# Program Success Outcomes

When defining program success outcomes, consider what investments will be made in the unit within the next year to further develop the unit.

Program Outcome Considerations:

- Resources
- Staff professional activities
- Technology
- Facilities and equipment
- Marketing and public relations
- Support services

# How to Write Success Outcomes

## Writing the outcome:

**[Intended audience] who [action verb 1] [program/service] will be able to [action verb 2] [intended outcome].**

- Intended audience - students, faculty, staff, users, employees within division, employees within department, alumni, customers, administrators, clients, the university, etc.
- Action verb 1 - complete, engage in, participate in, etc.
- Program/service - examples such as respond to maintenance requests, process payments in the drop box, prepare revenue forecast report, participate in intramurals, utilize student counseling services, etc.
- Action verb 2 - demonstrate, describe, discuss, explain, identify, list, summarize, prepare, rate, utilize, use, select, plan, etc.

OR

**[Intended audience or the department] will be able to [action verb to describe what it will do , achieve or accomplish].**

# Examples of Success Outcomes

GUC Operations will identify and raise funds for the Banquet Hall Renovation.

Fraternity and Sorority Life will incorporate culturally diverse educational opportunities for students in the the form of campus speakers, workshops, and online learning opportunities.

Facilities will decrease the amount of time to process and complete work orders.

The department (insert name) will update its website in order to meet customer demand and to be more user-friendly.

# Measures

Each Success Outcome must be assessed by at least **1 direct measure** that assesses the extent to which the outcome was achieved.

An **Indirect Measure** should also be included to measure the impact of the outcome.

**Direct Measure:** Measures to what extent the outcome was achieved.

*(For example: The TRIO office successfully installed new signage outside its office space. )*

**Indirect Measure:** Follows the direct measure to explain its impact. What additional value did we get from what we did?

*(For example: The new TRIO signage has resulted in positive feedback from students, staff and faculty who indicated they found it easier to find the TRIO space; TRIO participants indicated they found the signage made the space more purposeful.)*

Note: A unit does not have to create special data collection process for SACSCOC reporting. Annual report assessments should align with what you are already doing to review and assess your unit.

# Examples of Direct Measures

Measures should specifically assess the Success Outcome and provide data to indicate to what extent the outcome was achieved.

A measure provides evidence that the goal was met, partially met or not met.

When describing the measure, you must identify what the Target goal is for this measure.

# Examples of Direct Measures

⇒ Survey Results

⇒ Project Results (narrative explaining upgrades to facilities, maintenance projects, etc.)

⇒ Evidence that an event was held and was successful (check in sheet to document attendance, feedback from participants)

⇒ Usage data (for programs, services, facilities, resources, marketing, etc.)

⇒ User satisfaction

⇒ Needs assessment of users

⇒ Benchmark with other institutions or professional standards

⇒ Student/staff participation and pass rates from training

⇒ Participation data for partnership goals

⇒ Focus Group Data

# Examples of Indirect Measures

- . ⇒ Surveys capturing feedback from students, alums, or employers
- . ⇒ Focus groups of students, alums, or employers
- . ⇒ Exit interviews
- . ⇒ An external review of the program
- . ⇒ Involvement records
- . ⇒ Success of students after graduation (graduate school, job placement, etc.)



# Additional Examples of Direct Measures

## **Administrative support**

- timeliness in processing orders, budget growth (or savings), complaint tracking/resolution, public safety improvements, audits

## **Academic/student support**

- number of students counseled, job placements, scholarship awards, seminar participation, leadership training participation

## **Academic scholarship**

- number of peer-reviewed publications, conference presentations, research grants

# Analysis of Results

Departments should describe the results of actions taken toward meeting the Success Outcome over the past academic year.

Results should include a narrative description of progress toward the goal, including whether the Target was met. As you engage in analysis, consider so now, what's next? Now that you have accomplished this, what's your next goal? Now that you accomplished your goal, what is the next thing you are going to do to improve quality and how will you measure that?

*For example, if your goal was for a certain number of students to attend advising/tutoring appointments and you met that goal, now what can you do to improve the advising/tutoring experience?*

If data is available, it can be uploaded as evidence of the Success Outcome being met, partially met or not met.

# Actions

In this section, describe continuous improvement actions the department will take to address any evidence that indicates the outcome was not met or partially met.

If the outcome was met, what actions might be needed to further address this outcome?

For example, if a maintenance project was completed, are there additional maintenance needs that can now be addressed?

# Questions?

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