



A LOOK AT HOW ONE UNIVERSITY FINE-TUNED THEIR ADMINISTRATIVE EFFECTIVENESS

LEARNING OUTCOMES

- Understand our process has evolved
- Identify resources at resources school
- Create own administrative processes/handbook



ABOUT TARLETON

- Level V Institution
- Carnegie High Research Activity (R2)
- Growing Regional Comprehensive University
- NCAA Division I
- Reaffirmation Class of 2021



ABOUT YOU

POLL



What is it we are talking about today?



7.3

7.3 – The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which those outcomes are achieved (administrative effectiveness)



8.2c

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. (Student outcomes: academic and student services)



Top 10 Most Frequently Cited *Principles (2018)* in Decennial Reaffirmation Reviews: Class of 2019 (N=77)

Review Stage I: <i>OFF-Site</i> Committee			Review Stage II: <i>ON-Site</i> Committee			Review Stage III: Board of Trustees		
Rank	Requirement/Standard	% of Institutions in Non-Compliance	Rank	Requirement/Standard	% of Institutions in Non-Compliance	Rank	Requirement/Standard	% of Institutions in Non-Compliance
1.	6.2.a (Faculty Qualifications)	92%	1.	7.2 (Quality Enhancement Plan)	45%	1.	8.2.a (Student Outcomes: Ed Programs)	12%
2.	8.2.a (Student Outcomes: Ed Programs)	61%	2.	8.2.a (Student Outcomes: Ed Programs)	32%	2.	8.2.b (Student Outcomes: Gen Ed)	
3.	8.2.b (Student Outcomes: Gen Ed)	56%	3.	8.2.b (Student Outcomes: Gen Ed)	30%	3.	6.2.a (Faculty Qualifications)	6%
4.	8.2.c (Student Outcomes: Academic & Student Services)	52%	4.	6.2.a (Faculty Qualifications)	22%	4.	7.2 (Quality Enhancement Plan)	5%
5.	6.3 (Faculty Appointment & Evaluation)	49%	5.	8.2.c (Student Outcomes: Academic & Student Services)	17%	5.	7.3 (Administrative Effectiveness)	
6.	6.2.b (Program Faculty)	48%	6.	7.3 (Administrative Effectiveness)	13%	6.	8.2.c (Student Outcomes: Academic & Student Services)	
7.	5.4 (Qualified Officers)	47%	7.	6.3 (Faculty Appointment & Evaluation)	8%	7.	13.3 (Financial Responsibility)	
8.	8.1 (Student Achievement)	45%	8.	13.1 (Financial Resources)	6%	8.	6.3 (Faculty Appointment & Evaluation)	4%
9.	13.2 (Financial Documents)	42%	9.	14.2 (Substantive Change)				≤3%
10.	6.2.c (Program Coordination)	38%			≤5%			

INSTITUTIONAL FOCUSED REPORT

INSTITUTIONAL RESPONSE REPORT



HISTORY

- IE Structure
- Administrative Assessment Culture
- 5th Year to Now



**What is the most beneficial change
over the last five years?**



UEEC

- University Effectiveness and Evaluation Committee
- Responsibilities / Membership
- General Education and Academic Assessment Committee



University Effectiveness and Evaluation Committee (UEEC)

The University Effectiveness and Evaluation Committee (UEEC) exists to oversee that administrative units engage in a continuous, meaningful, and data-driven assessment process. Furthermore, the committee seeks to make sure the university is compliant with [Section 7.3^b](#) and [Section 8.2c^b](#) of the SACSCOC Principles of Accreditation.

Meeting Minutes

- [April 04, 2018^b](#)
- [November 15, 2018^b](#)
- [January 17, 2019^b](#)
- [April 16, 2019^b](#)
- [July 01, 2019^b](#)
- [November 19, 2019^b](#)
- [January 16, 2020^b](#)
- [June 11, 2020^b](#)
- [October 30, 2020^b](#)

Responsibilities

- Annual review of administrative units progress
- University annual report compilation
- University Strategic Plan alignment
- Guidance and training on the Weave software

UEEC Members

- Barkley, Jordan - Co-chair [Academic Affairs]
- Carter, Morgan - Co-chair [Academic Affairs]
- DiCiccio, Nelly (22) [Academic Affairs]

IAEA

[+ Analytics](#)

[- Effectiveness](#)

[Institutional Effectiveness](#)

[Qualtrics Survey Tool](#)

[Weave](#)

[Digital Measures](#)

[University Effectiveness and Evaluation Committee \(UEEC\)](#)

[IE Resources](#)

[60x30TX](#)

[SmartEvals](#)

[Student Achievement](#)

[Assessments](#)

[+ Accreditation](#)

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What resources are available to all our stakeholders?



IE RESOURCES

- Administrative Assessment Handbook
- Flowchart / Buckets
- Rubric
- Weave
- Teams
- Website

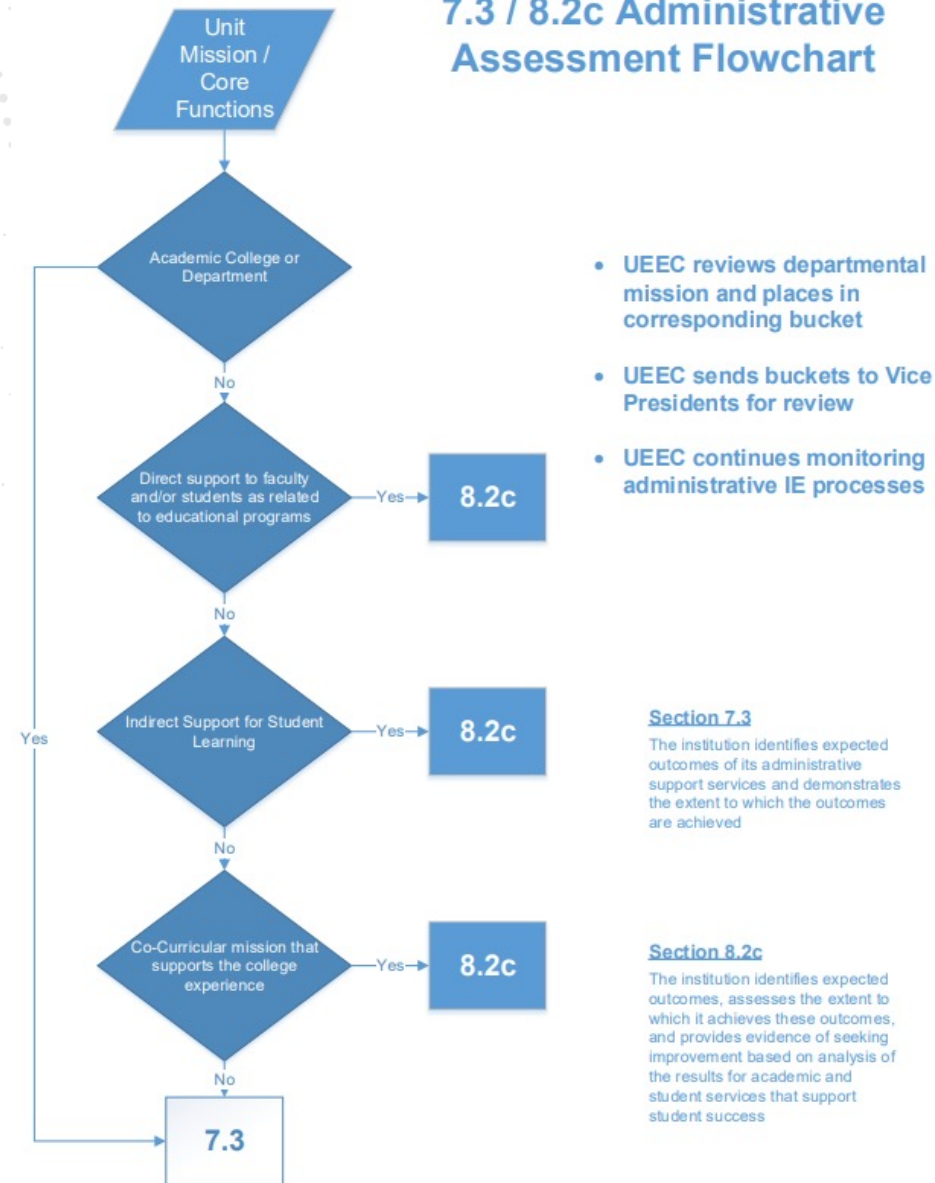


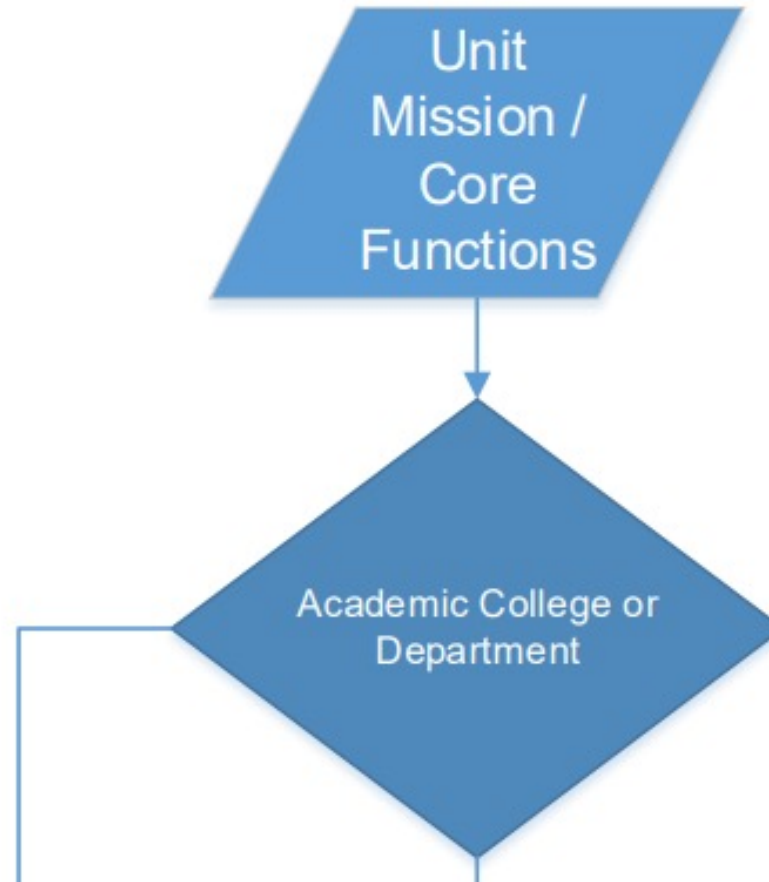
ADMINISTRATIVE ASSESSMENT HANDBOOK

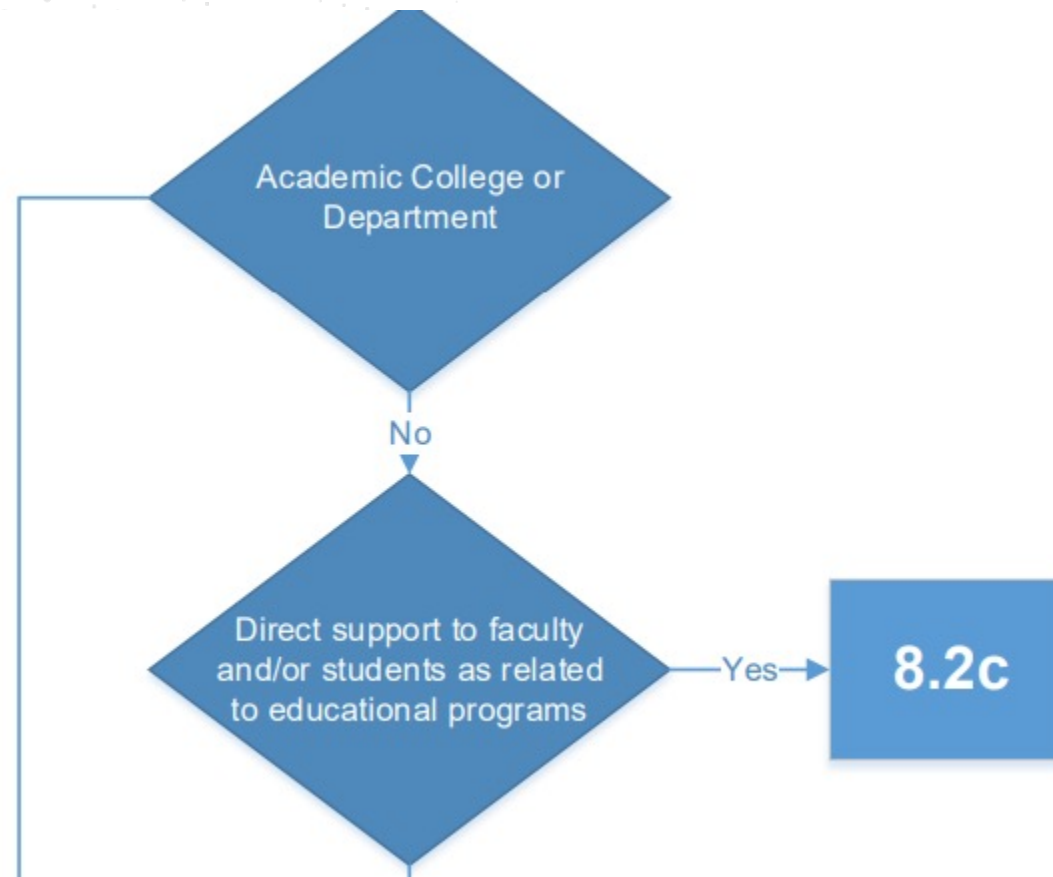
- Intro to IE
- SACSCOC
- Strategic Planning
- UEEC
- Flowchart / Buckets
- Effective Assessment Plans
- Rubric
- Weave

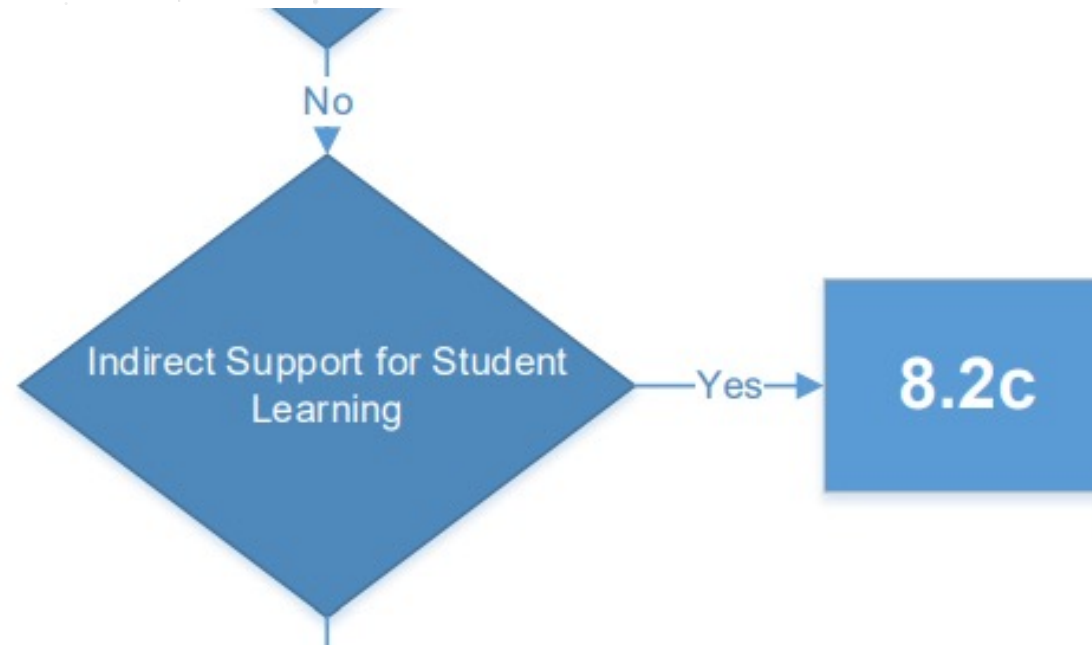


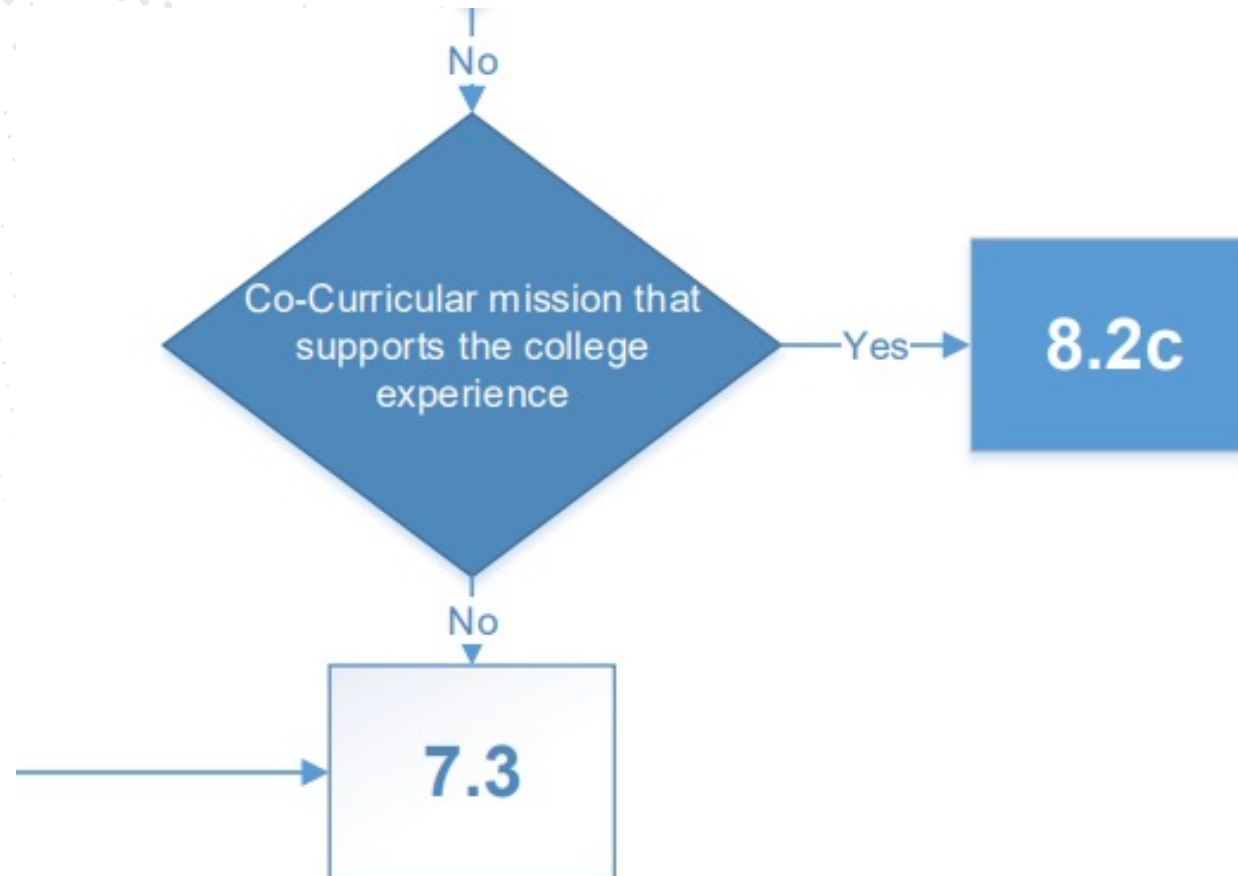
7.3 / 8.2c Administrative Assessment Flowchart











Weave

What is Weave?

Weave is a central repository for assessment information. Faculty and staff can learn about and document assessment and quality improvement processes, procedures, and evidence. The software can both lead and record assessment practices in academic, administrative, community engagement, and educational support areas. This system is also helpful for tracking assessment information for accrediting groups (such as SACSCOC), annual reports, and budgeting requests.

Login to Weave

[Weave Administrative Instruction Manual](#)

[Administrative Unit Rubric](#)

[Academic Assessment Website](#)

Please see the [Resources Overview](#) page for additional resources

✉ Weave Help

🏠 IAEA

+ Analytics

- Effectiveness

Institutional Effectiveness

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Projects / Assessment / Administrative Assessment Project Template / 2020-2021

Administrative Assessment Project Template 2020-2021 ▾

STATUS

Not Started ▾

Team (7) <	Mission	^
Add Team Member ▾	DESCRIPTION	
Q	Enter text	
VIEW BY: ALL ▾	Goals	+
ADMINISTRATORS (7) ▾	1 Goals Academic Excellence	^ ⋮
	DESCRIPTION	
	Tarleton fosters a teaching and learning environment that inspires students to discover, innovate, and apply solutions to real world challenges. Tarleton Texans will thrive in a diverse, global environment and be equipped to grow, adapt, lead and serve within an evolving marketplace.	
	Outcomes	+
	2 Goals Student Transformation	▾ ⋮
	3 Goals Distinctive Engagement	▾ ⋮
	4 Goals Exemplary Service	▾ ⋮
	Project Attachments (0)	^

|< >| Outline View

Easily navigate with cards or drag and re-order items from within Outline View.

- ☒ Goals
- ☒ Outcomes
- ☒ Measure

1
Academic Excellence

2
Student Transformation

3
Distinctive Engagement

4

Team (6) |<

Add Team Member ▾

Q

VIEW BY: ALL ▾

ADMINISTRATORS (6) ▾

1.1 Outcomes Enter Text ^ ⋮

DESCRIPTION
Enter text

Supported Initiatives (0) +

Action Plan +

Measures +

1.1.1 Measure Enter Text ^ ⋮

DESCRIPTION
Enter text

Targets (1) +

1.1.1.1 ^ ⋮

DESCRIPTION
Enter text

TARGET
Enter text

FINDING
Enter text

ANALYSIS
Enter text

View Action Plan

STATUS

Not Set ▾

|< >| Outline View

Easily navigate with cards or drag and re-order items from within Outline View.

☒ ● Goals

☒ ● Outcomes

☒ ● Measure

1 Academic Excellence = ⋮

1.1 Nothing Entered = ⋮

1.1.1 Nothing Entered = ⋮

2 Student Transformation = ⋮

3 Distinctive Engagement = ⋮



How does the UEEC keep track of all this?



		Administrative Unit Assessment Rubric		Overall Status:
		Project / Academic Year:		
		Date Reviewed:	Reviewer:	
	<u>Non-Compliant</u>	<u>Compliant</u>	<u>Exemplary</u>	<u>Notes</u>
Mission Statement	Missing statement or statement does not clearly describe who the unit serves	Mission statement clearly states who the unit serves and its primary functions	Mission statement clearly states who the unit serves, its primary functions, and is aligned with the university mission	
Goals	Goals are missing or do not align with university strategic plan	Goals align to the university strategic plan and can be measured through yearly outcomes	Goals align to university and divisional strategic plans and can be measured multiple ways through yearly outcomes	
Outcomes	Outcomes are missing or do not contribute to goals or are not measurable	All outcomes are clearly linked to the goals of the university and are measurable	All outcomes are clearly linked to the goals of the division and university and can be assessed using more than one measure	
Measures	Measures and/or targets are missing or do not describe an adequate data collection process for the stated outcome	At least 1 measure and target is linked to each outcome and measure clearly describes how the data is to be collected	More than 1 measure and target is linked to each outcome and clearly describes the rationale for multiple measures	
Findings	Findings are missing or do not include a brief summary	All findings are entered and status indicates the target was met, not met, or partially met	All findings are entered with a full analysis of how this data relates to trends, stakeholders, and/or strategic plan	
Analysis	Analysis is missing or does not adequately describe the results of the findings	Analysis adequately describes the findings	Comprehensive analysis that describes the results and how results relate to future strategic initiatives	
Seeking Improvement (Required for 8.2c)	Evidence for seeking improvement is not provided.	Evidence for seeking improvement is provided. Outcomes that are no longer supported need to indicate they are ending.	Evidence for seeking improvement is clearly provided and multiple strategies have been identified	





Academic Advising.xlsx

Look for messages, files, and more. Or type / for a list of commands.

File Home Insert Formulas Data Review View Help Open in Desktop App Editing

Activity Chat Teams Assignments Calendar Calls Files

C1 Administrative Unit Assessment Rubric

	A	B	C	D	E	F
1			Administrative Unit Assessment Rubric Project / Academic Year: Academic Advising 2021 Date Reviewed: 6.5.20 Reviewer: Morgan Carter		Overall Status:	
2		Non-Compliant	Compliant	Exemplary	Notes	
3	Mission Statement	Missing statement or statement does not clearly describe who the unit serves	Mission statement clearly states who the unit serves and its primary functions	Mission statement clearly states who the unit serves, its primary functions, and is aligned with the university mission		
4	Goals	Goals are missing or do not align with university strategic plan	Goals align to the university strategic plan and can be measured through yearly outcomes	Goals align to university and divisional strategic plans and can be measured multiple ways through yearly outcomes		
5	Outcomes	Outcomes are missing or do not contribute to goals or are not measurable	All outcomes are clearly linked to the goals of the university and are measurable	All outcomes are clearly linked to the goals of the division and university and can be assessed using more than one measure		
6	Measures	Measures and/or targets are missing or do not describe an adequate data collection process for the stated outcome	At least 1 measure and target is linked to each outcome and measure clearly describes how the data is to be collected	More than 1 measure and target is linked to each outcome and clearly describes the rationale for multiple measures		
7	Findings	Findings are missing or do not include a brief summary	All findings are entered and status indicates the target was met, not met, or partially met	All findings are entered with a full analysis of how this data relates to trends, stakeholders, and/or strategic plan		
8	Analysis	Analysis is missing or does not adequately describe the results of the findings	Analysis adequately describes the findings	Comprehensive analysis that describes the results and how results relate to future strategic initiatives		
9	Seeking Improvement (Required for 8.2c)	Evidence for seeking improvement is not provided.	Evidence for seeking improvement is provided. Outcomes that are no longer supported need to indicate they are ending.	Evidence for seeking improvement is clearly provided and multiple strategies have been identified		
10						
11						
12						
13						
14						
15						
16						
17						

2019-2020 2020-2021 +

Calculation Mode: Automatic Workbook Statistics



IE Resources

"Effective institutions demonstrate a commitment to principles of continuous improvement, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations." - **SACSCOC Principles of Accreditation, Section 7**

The following resources provide information regarding the administrative assessment process, specifically related to Sections 7.3 and 8.2c of the Principles of Accreditation. Please visit the [Academic Assessment](#) page for resources regarding student learning assessment.

- [IE Overview](#)
- [ABCs of IE](#)
- [Institutional Effectiveness and Planning](#)
- [Administrative Assessment Handbook](#)
- [Administrative Assessment Flowchart](#)
- [Administrative Assessment Buckets](#)
- [Section 7.3 - Principles of Accreditation](#)
- [Section 8.2c - Principles of Accreditation](#)
- [Administrative Unit Rubric](#)
- [Administrative Assessment Calendar](#)
- [Tarleton's Strategic Plan](#)
- [Assessment Commons](#)
- [Weave Webinar on Administrative Assessment](#)

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What has all this effort led to?



COMPLIANCE

**Off-Site Committee found us
compliant with 7.3 and 8.2c!!**



7.3

Compliance

Administrative support units identify expected outcomes and demonstrates that those outcomes are measured and analyzed. An annual reporting process is clearly established and followed. The institution has developed a peer review, rubric-guided process to annually evaluate the progress of administrative units as reported through their assessment systems (WEAVE). Examples units were provided in the report representing 25 percent of the reports from each division. These reports indicate that the institution's administrative units consistently identify and evaluate expected outcomes, as well as demonstrate the extent those outcomes are achieved using annual targets and findings for each measure.



8.2c

Compliance

The institution provided a sample of 25 percent of units within Student Affairs, Enrollment Management, and Academic Affairs, the three divisions identified as supporting student success. The structure of review for these units is based on the structure of administrative units. The unit reports provide evidence of outcomes, measurement, analysis, and action plans for improvement. The action plans provided in the reports for these units describe plans for seeking improvement and refer to evidence of adjustments from previous cycles.



SUMMARY

- Process has evolved over previous five years
- Continues to evolve
- Accountability



THANK YOU!

QUESTIONS?

www.tarleton.edu/iaea

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