Auburn University’s Institutional Effectiveness Report Preparation:

Administrative Support Units

September 23, 2014
Institutional Effectiveness

The Principles of Accreditation: Foundations for Quality Enhancement

CR 2.5
The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

CS 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 academic and student support services
3.3.1.4 research within its mission, if appropriate
3.3.1.5 community/public service within its mission, if appropriate
Welcome to Auburn University’s Institutional Effectiveness Site

News and Announcements

The Office of the Provost and the University Assessment Council announce the availability of small grants in support of efforts to improve the assessment of student learning and the use of assessment results to promote academic achievement. The goal of these grants is to encourage academic programs to engage in sound learning assessment practices. Initiatives funded by these grants will also serve as models for other programs. Click here for application guidelines.

Click here to submit a 2013-14 assessment report for your program or unit.

To begin a report for your unit, please click on “My Dashboard” in the navigation menu, then on the “Effectiveness Report” tab. On the new screen, select your program or unit from the expandable Auburn University organization chart in the left-hand navigation panel, and then click on “New Item.” Click here for step-by-step list of instructions for completing 2014 assessment report.

The Office of Institutional Research and Assessment offers training sessions to assist those preparing assessment reports. Four sessions have been scheduled for September 2014, with two equivalent sessions for educational programs and one session each for administrative and academic/student support units:

- Academic and Student Support Units: Tuesday, September 23 at 10:00 a.m.
- Administrative Support Units: Tuesday, September 23 at 2:00 p.m.
- Educational Programs: Wednesday, September 24 at 2:00 p.m.
- Educational Programs: Thursday, September 25 at 2:00 p.m.

All training sessions will be held in 105 Rouse Life Sciences Building and will last approximately one hour. Seating is limited to 20 participants. To reserve a seat, email OIRA@auburn.edu.
What is the difference between goals and outcomes?

Do outcomes matter?

**Goals**
- Broad, future-oriented statements
- What the program or office is striving toward
- Refer to process
- Used in policy making and program planning

**Outcomes**
- Brief statements of results
- Describe behaviors of stakeholders
- Refer to results of processes
- Used to assess effectiveness and provide improvement information
Goals or Outcomes?

- Auburn alumni will become association members.

- Alumni Affairs will ensure Auburn alumni participation in Alumni Association.
Goals or Outcomes?

• Office of the Registrar will develop a centralized classroom scheduling scheme contrary to our current practice of decentralized scheduling with the implementation of Ad Astra, a scheduling program.

• Classroom facilities will be utilized efficiently and fill rates will be achieved at a 70% - 90% rate.
Properties of Good Assessment Techniques

- Valid—directly reflects the learning outcome being assessed
- Reliable—"consistency" or "repeatability" of your measures.
- Actionable—results help faculty identify what students are learning well and what requires more attention
- Triangulation—multiple lines of evidence point to the same conclusion

Assessment Method Examples

- Analysis of Existing Data
  - Number of transactions
  - Turnaround time
- Effort/cost of obtaining data
  - Surveys
  - Focus Groups
Types of Performance Measures

What do we do?
• # Clients/customers served
• # Activities (by type of activity)

How well do we do it?
• Client to staff ratio
• Staff turnover rate
• % satisfied customers
• Worker safety
• Turnaround time

Is anyone better off?
• Improvements over time
Unit Specific Measures

Personnel

• Average time to fill a vacancy
• % requests pending 30 days or more
• Workforce stability - % vacant positions
• Turnover rate (non-promotions)
• % managers who rate personnel as “helpful or very helpful“
• Rate of sick leave usage
Unit Specific Measures

**Budget**
- % Budget reviews on time
- % Forecasting accuracy
- % Surplus or deficiency
- Audit liabilities as % of budget
- % Managers who rate support from the budget unit "good or better"

Sources:
- http://www.raguide.org/RA/3_10.htm#Personnel
Surveys

• Do not limit the survey instrument to global item(s), such as:
  • I would rate the overall effectiveness of … as: (1) poor; (2) fair; (3) good; (4) excellent.

• Include open-ended questions

• Avoid the following question formulation mistakes:
  • Ambiguous or imprecise questions, such as:
    • My friends often use campus recreation facilities: (1) yes; (2) no; (3) do not know
  • Two questions in the same question
    • The advisor I saw was friendly and helpful.
  • Questions that presume a particular answer
    • Wouldn’t you like to receive our free brochure?
  • Questions where a respondent does not have needed information
    • Do you agree with the university’s current residency requirement?
How Focus Groups Differ from Survey Methods?

- Insight not rules
- Social not individual
- Homogeneous not diverse
- Flexible not standardized
- Warm not hot
- Words not numbers
Elements of Focus Groups

**Participants:** Selected, by invitation only; should have similar characteristics

**Size:** 8-12 participants per session; invite up to twice as many

**Length:** 90 to 120 minutes

**Number of different sessions:** varies; should be more than 1

**Data collection:** Audiotape; transcription

**Formats of reporting:** Selected quotations; analysis of repeated themes
Assessment Methods

• Assessment method should be clearly linked to an outcome.
• Assessment method description should be detailed and include the time period when the assessment took place:

   The survey was sent to 45 clients for projects that were financially closed out in calendar year 2012. There were (10) questions and each was given a Likert scale of: (1) Very Dissatisfied, (2) Dissatisfied, (3) Neutral, (4) Satisfied, and (5) Very Satisfied.
   Questions asked of clients in regard to the Construction Phase were:
   1. Reasonableness of the budget
   2. Adherence to the established budget
   3. Reasonableness of the schedule
   4. Adherence to the established schedule
   5. Clarity of written and verbal communication
   6. Timeliness of communication
   7. Understanding of your requirements and needs
   8. Willingness and ability to answer your questions
   9. Responsiveness to work scope changes and special requests
   10. Construction lead's knowledge and professionalism
Findings

- Findings would ideally provide information about common strengths and weaknesses. It is insufficient to provide one number or an average:
  - We kept our available hours billed out to projects at an average rate of at least 95%.
  - Over the period of fiscal year 2012 there were 12 accidents.
  - 95% of clients were satisfied with our services.
  - Of 785 invoices, 745 (95%) were accurate. 40 (5% of random sampling) contained errors.

- If a survey instrument was used, one can use averages for each survey item that measures an outcome.

- If other data are used, think of best ways to classify the data, i.e. timing, type of accidents, type of errors.
Use of Findings for Improvement

Improvements should be linked to findings.

Examples:

- The results of the Village Dining Food Court survey indicated that the least popular options were Nathan’s Nachos and Home Plate. Campus Dining responded by replacing those less popular concepts with Fiery Fajitas and Tiger Wok. An end of semester survey will be employed to gauge the student’s satisfaction with the changes. (Campus Dining)

- The review of accident counts by program over two years revealed that accidents most frequently occur in Slips/Trips/Falls (7 accidents), Motor Vehicle Safety (7 accidents), and Ergonomics (6 accidents). In 2012, the main emphasis of safety training sessions was in Slips/Trips/Falls and Ergonomics. (Maintenance)
## Running Reports

### Reports - Department Reports

- **Department**
- **Individual**

**Show Deleted Departments**

- To **Edit** a Department Level Report, click on the report's name. To **Run** a Department Level Report, select one of the three export options (PDF, Word or Excel). To **Delete** a Department Level Report, select the report's row and select "Delete Selected Report" from the top of the chart.

**Note:** If these options are not available, you may not have permission for that action.

### My Roles & Institution

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<tr>
<th>Name</th>
<th>Description</th>
<th>PDF</th>
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<td>2012-2013 Assessment Report</td>
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**AUBURN UNIVERSITY**
Assessment Report Due Date:
October 15, 2014