

THE UNIVERSITY OF TEXAS AT AUSTIN

FORMAT AND GUIDELINES FOR ADMINISTRATIVE UNIT ASSESSMENT PLANS*

Administrative Unit Information

Please include at the top of Page 1 of the plan the following information:

- Administrative Unit
- Vice Presidential Portfolio Name
- Date

Plan Format

The plans will have the eight sections listed below. For each Objective identified, there will be a corresponding section IV: "Procedures, Measures and Criteria" that will have the four sub-sections listed below.

- I. Mission Statement(s)
- II. Goals
- III. Objectives
- IV. Procedures, Measures and Criteria
 - Measurable performance criteria
 - Organizational Unit operations map - location in unit
 - Assessment methods or instruments used
 - Group performance standard established
- V. Implementation Plan
- VI. Evaluation Results
- VII. Feedback Channels
- VIII. Use of Results

Plan Guidelines

- I. Mission Statement(s)**
 - State the missions of the Vice Presidential Portfolio and the administrative unit.
 - The mission statement identifies for constituents external to the unit the purpose of the unit and describes why it exists (purpose). It usually includes what clients' needs are being met and the services provided to meet those needs.
 - The organizational unit's mission statement should be consistent with the mission statement of the University and the portfolio in which it is housed.
- II. Goals**
 - Goals are broad statements about what the organizational unit is trying to accomplish to meet its mission (including major issues that are faced).
 - The goal statements are generally few in number and describe the primary things that the unit is trying to accomplish.
- III. Objectives**

(Note: These Objectives will also be entered into the University's Online Assessment

Tracking System, OATS, for inclusion in the annual assessment updates due each year on October 15th.)

- Objectives are specific results toward which effort is directed to achieve each goal (what is to be achieved?).
- Objective statements further define the goal and serve to identify specific activities that take place to achieve each goal. By monitoring the objectives through the use of performance indicator, the unit can identify how well it achieves its goals.

For each Objective, the plan will have a "Procedures, Measures and Criteria" section.

IV. Procedures, Methods and Criteria

(Note: These Procedures, Methods, and Criteria will also be entered into the University's Online Assessment Tracking System, OATS, for inclusion in the annual assessment updates due each year on October 15th.)

This section forms the heart of the assessment plan. Procedures, measures and criteria serve to:

- Define measurable performance indicators to be assessed within each Objective (what specifically is to be measured?);
- Indicate how each indicator will be assessed (with what method or instrument?);
- Indicate where in the organizational unit those competencies will be assessed (develop the operations map); and
- Indicate the group performance standard to be achieved (what level is acceptable as evidence of success?)

Notes:

- Performance is often not observable, so *indicators* of performance must be sought.
- Performance indicators are high-level numeric or qualitative measures that will be used to monitor progress toward achieving the objective. These are generally metrics that a unit is already monitoring (e.g., time to completion, number of applications processed, customer satisfaction ratings, dollars raised, number of complaints, etc.). The metrics serve as indicators of how well the unit is meeting its objectives.
- Triangulation, or use of multiple methods, is usually needed to assure accuracy of measurement. Therefore, most plans will feature at least 2 to 3 procedures for assessing any given Objective.
- The same assessment method or instrument can often be used to measure several Objectives.
- Inventory existing evaluation strategies. What assessments are you doing now that you can use for the specified Objectives?
- From the outset, attention should be given to using valid, reliable, high-quality measurements, so that resulting data can be interpreted and used for decision-making.

V. Implementation Plan

The implementation plan has three basic components. It should:

- Define responsibilities for tasks related to assessment, including data collection, data

- analysis, and reporting;
- Specify the data collection timetable; and
 - Display in matrix form how the Objectives relate to the methods/assessment tools used for measurement.
 - Indicate how you know you have achieved/are achieving your Objectives.

VI. Assessment Results

(Note: Assessment results will be entered in the University's Online Assessment Tracking System, OATS, for inclusion in the annual assessment updates due each year on October 15th).

In OATS, a summary discussion should be entered, organized according to each Objective, of the extent to which the assessment results confirm that the strategies used in the organizational unit are achieving the desired results.

VII. Feedback Channels

This section should identify the specific forum or mechanisms and frequency for disseminating assessment results to the organizational unit. How, when, and where will results be shared? Feedback should:

- Be provided in a timely manner to the appropriate individuals so decisions can be made regarding improvement of practices;
- Provide information for decision making; and
- Provide a basis for evaluation.

VIII. Actions Taken: Use of Results

(Note: Actions taken as a result of assessment findings and subsequent faculty recommendations will be entered in the University's Online Assessment Tracking System, OATS, for inclusion in the annual assessment updates due each year on October 15th.)

In OATS, A summary discussion should be entered, organized according to each Objective, of the actions that are being taken or planned to take place as a result of assessment findings and subsequent recommendations. A timeline for such actions should be included in OATS.

* For information on the concepts and terminology used herein, see the *Assessment Planning Flow Chart* by Gloria Rogers at <http://www.utexas.edu/provost/sacs/resources/flowchart.html> and the spring Accreditation Workshops presentations and other resources found at the University's SACS web site at <http://www.utexas.edu/provost/sacs/resources/index.html>.