



Assessment in Administrative and Academic Support Units

Administrative assessment is a vital process for driving continuous improvement in institutional quality and demonstrating Emory University's commitment to its mission. Through rigorous, evidence-based evaluations of unit outcomes, it informs strategic decisions that strengthen overall effectiveness and accountability.

The Basics:

All reports must include each required section, though the format may vary by unit.

- **Mission:** concise description of your unit's purpose, core functions, and stakeholders served
 - Use bullet points or a short paragraph
 - *"We serve... by...," "Aligned with Emory's mission, we..."*
- **Outcomes:** specific statements about what should occur as a result of the core services or functions your unit performs
 - Should be measurable, beneficial, and attainable yet aspirational
 - *"Our goal is to improve...," "By [date], we will...," "We aim to achieve..."*
- **Assessment Methods:** description of how you measured achievement of expected outcome, the source of your information
 - Can be direct, indirect, quantitative, and/or qualitative
 - Survey of client/stakeholder perceptions; Audit reports; Percentage of requests for services fulfilled; Funds raised in response to outreach efforts; Feedback from advisory groups
 - *"We assessed this outcome using...," "Participants responses to..."*
- **Target:** description or indicator of success
 - Ensure attainability with available resources
 - *"Over X% of responses will...," "After using x, staff will...," "Completion of review of policy by [date]..."*
- **Assessment Results and Summary:** summary of the information collected relevant to the outcome being reviewed
 - Describe results so someone unfamiliar with your field can understand your accomplishments
 - Use tables and graphs as needed
 - Attach supplemental materials
 - Speak to unexpected findings and implications
 - *"Results indicated that 75% of respondents..., just short of 80% target...," "Staff survey responses include...," "Policy alignment was..."*
- **Use of Results:** description of specific changes that have been (or will be) implemented based directly on assessment findings
 - Use past tense as appropriate to focus on initiatives or support introduced in response to findings
 - May also describe how positive assessment outcomes validate previous decisions to improve programs or services
 - *"Based on results, we plan to...," "In response to user requests, we made the following changes...," "To keep up with demand, we started..."*



- **Future Assessment Plan:** outlines at least 3 outcomes for the next cycle, with associated methods and targets
 - Rotate through unit outcomes to ensure coverage of all outcomes over a few cycles
 - May also be a unique (one-time) outcome based on changes to external regulations, policies, or mandates
 - Can include outcomes created as the result of findings of prior assessment
 - *“Increase access to...”, “Align current policy with...”, “Our goal is to improve...”*

Assessment, Evaluation, and Accreditation:

Assessment and **Evaluation** are used to describe assessment of **Learning Outcomes** (evaluation of the participant) and **Operational Outcomes** (evaluation of self). It refers to any aspect of how a program, unit, division, curriculum, student, etc. is doing and is performed at many levels: university, program/department/unit, course, and student.

Administrative assessment reporting may focus on outcomes more in line with “learning outcomes” or those more in line with “operational outcomes”, some may include both. It is up to each unit to determine the outcomes to assess every cycle.

Accreditation (evaluation of the program or university) is voluntary self-regulation whereby institutions conduct self-evaluations according to specific guidelines. It is used to determine the level of effectiveness in fulfilling mission, success in complying with standards, and efforts towards continuous improvement. Emory University is accredited by the Southern Associate of Colleges and Schools Commission on Colleges (SACSCOC).

Special Accreditation and Other Reporting

- Does your unit already create reports for other purposes like special accreditation or quarterly updates?
- Reach out to determine if those reports align with the assessment reporting needs.

University Accreditation: SACSCOC

Standard 7.3:

“The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.”
(*Administrative effectiveness*)

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.”
(*Student outcomes: academic and student services*)

**Some units align with standard 7.3 (administrative), others with standard 8.23c (academic support), and a few are both. Reach out if you are unsure where your unit aligns.*

SUPPORT IS ALWAYS AVAILABLE
REACH OUT TO JUDY JONES, ASSOCIATE DIRECTOR OF ASSESSMENT,
TO SCHEDULE A MEETING
judith.anne.jones@emory.edu