



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

Morgan Carter – TAIR 2021

## LEARNING OUTCOMES

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



## ABOUT TARLETON

- Level V Institution
- Growing Regional Comprehensive University
- NCAA Division I
- Geographic Area
- 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: OFF-Site Committee			Review Stage II: ON-Site 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)	4%
8.	8.1 (Student Achievement)	45%	8.	13.1 (Financial Resources)	6%	8.	6.3 (Faculty Appointment & Evaluation)	
9.	13.2 (Financial Documents)	42%	9.	14.2 (Substantive Change)	6%			≤3%
10.	6.2.c (Program Coordination)	38%			≤5%			



## HISTORY

- IE Structure
- Administrative Assessment Culture
- 5<sup>th</sup> 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





**TARLETON STATE UNIVERSITY**  
Member of The Texas A&M University System

Stephenville | Fort Worth | Waco | Midlothian | REELIB-Bryan | Online

[ABOUT US](#) | [ACADEMICS](#) | [ADMISSIONS](#) | [APPLY/REQUEST INFO](#) | [ATHLETICS](#) | [GIVING](#) | [VISIT US](#)

🏠 [Academic Affairs](#) > [IAEA](#) > [University Effectiveness and Evaluation Committee \(UEEC\)](#)

## 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 7.23<sup>®</sup> and Section 8.26<sup>®</sup> of the SACSCOC Principles of Accreditation.

### Meeting Minutes

- [April 04, 2018<sup>®</sup>](#)
- [November 15, 2018<sup>®</sup>](#)
- [January 17, 2019<sup>®</sup>](#)
- [April 16, 2019<sup>®</sup>](#)
- [July 01, 2019<sup>®</sup>](#)
- [November 19, 2019<sup>®</sup>](#)
- [January 16, 2020<sup>®</sup>](#)
- [June 11, 2020<sup>®</sup>](#)
- [October 30, 2020<sup>®</sup>](#)

### 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
- Staff

### Contact Us

- Main Office

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## What resources are available to all our stakeholders?



## IE RESOURCES

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

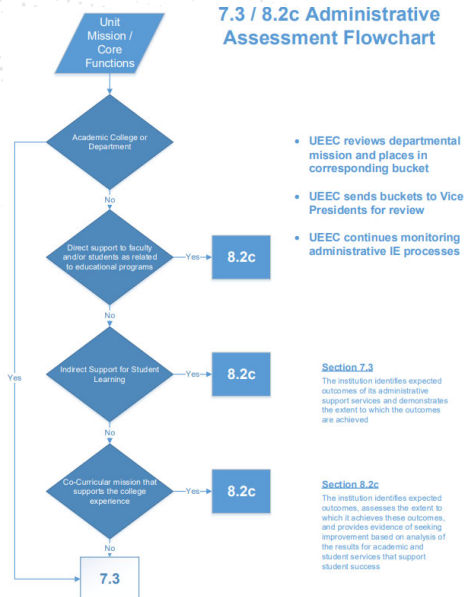


# ADMINISTRATIVE ASSESSMENT HANDBOOK

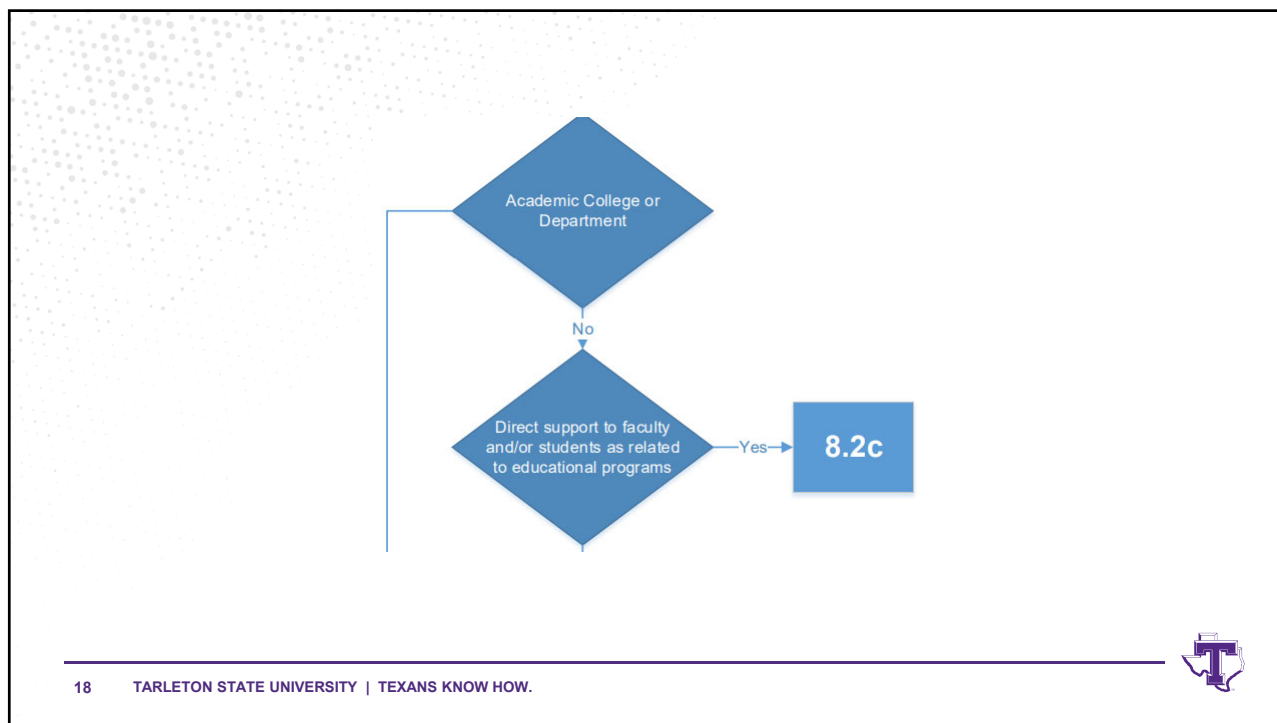
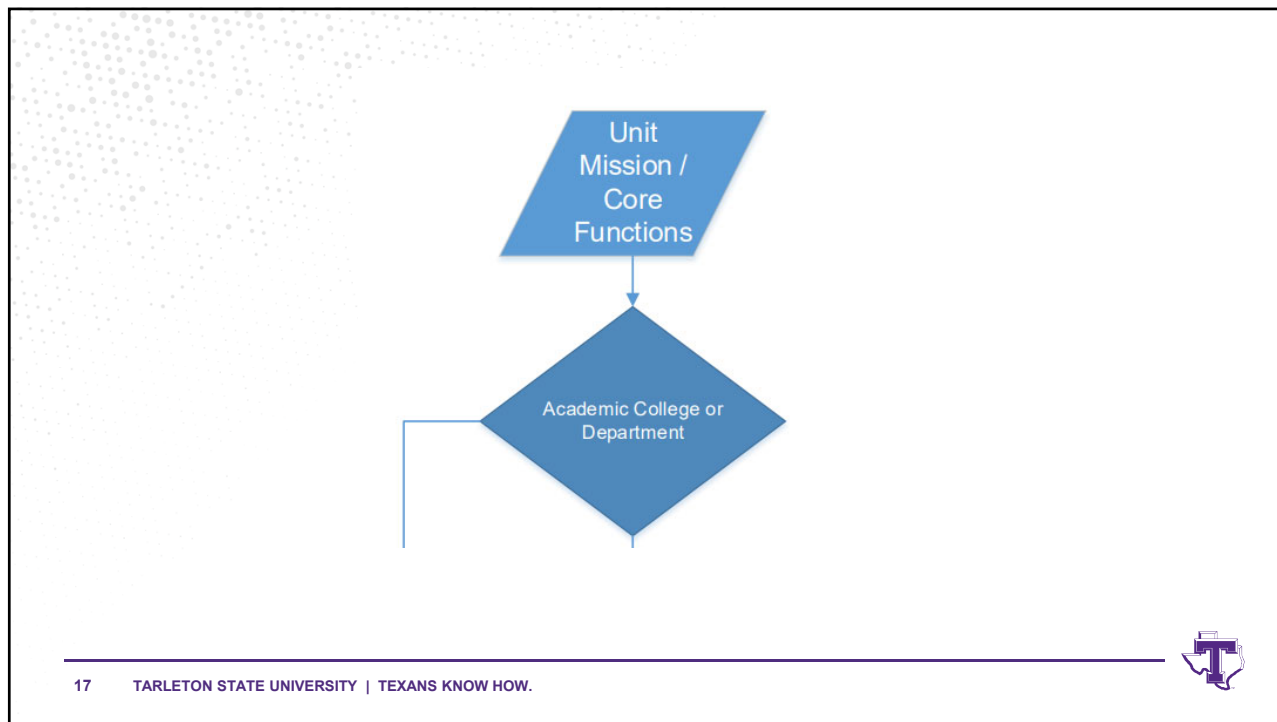
- Intro to IE
- SACSCOC
- Strategic Planning
- UEEC
- Flowchart / Buckets
- Effective Assessment Plans
- Rubric
- Weave

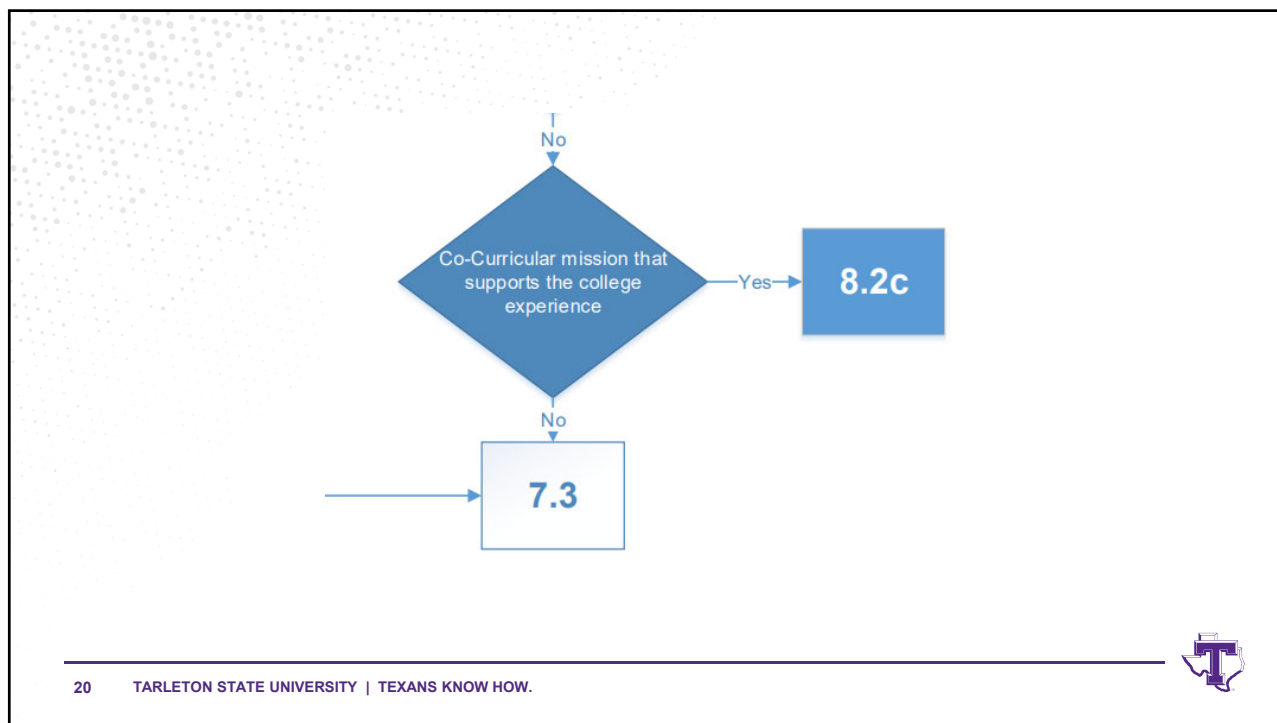
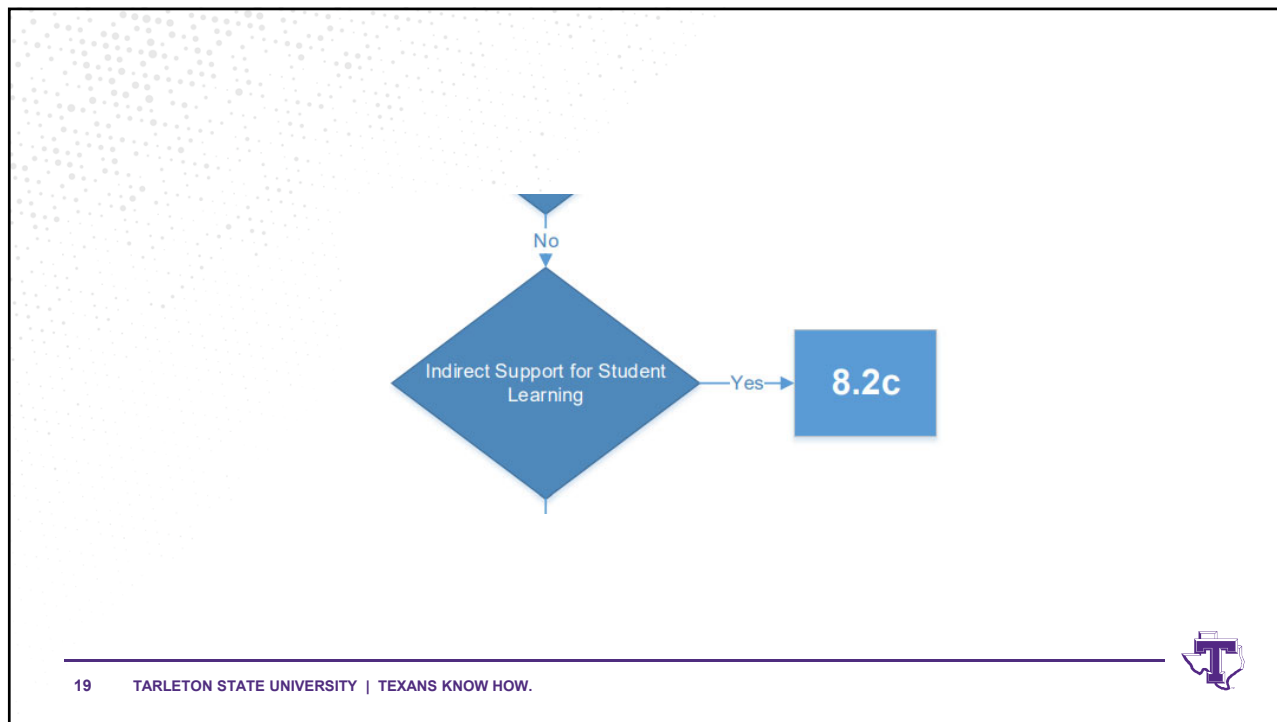


## 7.3 / 8.2c Administrative Assessment Flowchart









🏠 > Academic Affairs > IAEA > Weave

## 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](#)<sup>Ⓜ</sup>  
[Administrative Unit Rubric](#)<sup>Ⓜ</sup>  
[Academic Assessment Website](#)  
 Please see the [Resources Overview](#) page for additional resources

✉ Weave Help

IAEA

- Analytics
- Effectiveness
- Institutional Effectiveness
- Qualtrics Survey Tool
- Weave
- Digital Measures
- University Effectiveness and Evaluation Committee (UEEC)
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Weave
DASHBOARD PROJECTS CREDENTIALS REPORTS
🔔 📌 ⚙ Morgan Carter

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

### Administrative Assessment Project Template

2020-2021 STATUS: Not Started

Team (7)

Add Team Member

VIEW BY: ALL

ADMINISTRATORS (1)

Mission

DESCRIPTION

Enter text

---

Goals

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

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The screenshot displays a software interface for tracking outcomes and measures. On the left, a sidebar contains navigation options: 'Team (6)', 'Add Team Member', a search bar, 'VIEW BY: ALL', and 'ADMINISTRATORS (6)'. The main content area is divided into two sections. The top section, '1.1 Outcomes', includes a 'DESCRIPTION' field, 'Supported initiatives (0)', 'Action Plan', and 'Measures'. The bottom section, '1.1.1 Measure', includes a 'DESCRIPTION' field, 'Targets (1)', and a 'STATUS' dropdown menu set to 'Not Set'. On the right, an 'Outline View' panel allows for navigation with cards and re-ordering. It features a checklist with 'Goals', 'Outcomes', and 'Measure' items, and a list of cards: '1 Academic Excellence', '1.1 Nothing Entered', '1.1.1 Nothing Entered', '2 Student Transformation', and '3 Distinctive Engagement'. A purple Texas State University logo is located in the bottom right corner of the interface.

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## How does the UEEC keep track of all this?

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		Administrative Unit Assessment Rubric		Overall Status:
		Project / Academic Year:		
		Date Reviewed:	Reviewer:	
	Non-Compliant	Compliant	Exemplary	Notes
<b>Mission Statement</b>	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	
<b>Goals</b>	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	
<b>Outcomes</b>	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	
<b>Measures</b>	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	
<b>Findings</b>	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	
<b>Analysis</b>	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	
<b>Seeking Improvement (Required for 8.2c)</b>	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	



Name	Modified	Modified By
Academic Advising.xlsx	41 minutes ago	Carter, Mr. Morgan...
Academic Affairs.xlsx	June 15	Haynes, Dr. R. Mich...
Advancement Services & External Relations.xlsx	June 11	Haynes, Ms. Wendy J
Agriculture Center.xlsx	June 3	Carter, Mr. Morgan...
Astronomy Education and Research.xlsx	June 11	Haynes, Ms. Wendy J
Athletics.xlsx	June 10	Nelly DiCiccio
Business Services.xlsx	July 24	Carter, Mr. Morgan...
Campus Operations.xlsx	2 hours ago	Carter, Mr. Morgan...
Campus Recreation.xlsx	June 4	Wallace, Dr. Ekab...
Career Services.xlsx	June 5	Carter, Mr. Morgan...
Center for Agribusiness Excellence.xlsx	June 11	Carter, Mr. Morgan...
Center for Environmental Studies.xlsx	June 8	Carter, Mr. Morgan...
Center for Instructional Innovation.xlsx	June 10	Spellmeyer, Ms. Cheri
Center for Transformational Learning.xlsx	June 3	Carter, Mr. Morgan...
COAES.xlsx	June 11	Haynes, Ms. Wendy J
COE.xlsx	2 hours ago	Carter, Mr. Morgan...
COE.xlsx	June 3	Carter, Mr. Morgan...
COGS.xlsx	June 3	Carter, Mr. Morgan...



The screenshot shows an Excel spreadsheet with the following content:

	Non-Compliant	Compliant	Exemplary	Notes
<b>Mission Statement</b>	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	
<b>Goals</b>	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 division strategic plans and can be measured through yearly outcomes	
<b>Outcomes</b>	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 are measurable and can be assessed using more than one measure	
<b>Measures</b>	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	
<b>Findings</b>	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, standards, and/or strategic plan	
<b>Analysis</b>	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	
<b>Seeking Improvement (Required for 8.2c)</b>	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	



The screenshot shows the website navigation and content for 'IE Resources':

- Navigation: ABOUT US, ACADEMICS, ADMISSIONS, APPLY/REQUEST INFO, VISIT US, ATHLETICS, GIVING
- Breadcrumbs: Academic Affairs > IAEA > IE Resources
- Section Header: IE Resources
- Text: "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
- Text: 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.
- Resources List:
  - 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 Commands
  - Weave Webinar on Administrative Assessment
- IAEA Sidebar:
  - Analytics
  - Effectiveness
  - Institutional Effectiveness
  - Qualtrics Survey Tool
  - Weave
  - Digital Measures
  - University Effectiveness and Evaluation Committee (UEEC)
  - IE Resources
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**What has all this effort led to?**



## **COMPLIANCE**

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



## SUMMARY

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



# THANK YOU!

# QUESTIONS?

[www.tarleton.edu/iaea](http://www.tarleton.edu/iaea)

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