Advancing Quality through the Evaluation of Non-Instructional Units

Guidelines for

# Developing and Implementing a

Unit Evaluation Plan

Non-instructional unit evaluation is important to the work of MVNU and should be done:

1. **To improve**- The evaluation process should provide feedback to determine how the non-instructional unit can be improved.

2. **To inform**- The evaluation process should inform unit directors and other university decision makers of the contributions and impact of the non-instructional unit to the university mission.

3. **To prove**- The evaluation process should summarize and demonstrate what the non-instructional unit is accomplishing.

> *Adapted from: Daytona State College. (2014-2015). Institutional effectiveness manual for non-academic planning units. Retrieved from* [*https://www.daytonastate.edu/ie/files/IE%20Manual-Nonacademic_2014-2015.pdf*](https://www.daytonastate.edu/ie/files/IE%20Manual-Nonacademic_2014-2015.pdf)

Mount Vernon Nazarene University is committed to ensuring that non-instructional units provide the best possible service and support to further the mission of the University. To maintain that level of quality and to continually improve the work of non-instructional units at all levels, we are dedicated to regularly gathering and evaluating evidence of student, stakeholder, mission, and university service and support.

Through a step-by-step format, this guide is designed to assist units in creating and implementing a comprehensive unit evaluation plan. *Academic Quality through the Evaluation of Non-Instructional Units: Guidelines for Developing and Implementing a Unit Evaluation Plan* is divided into four parts, each of which is introduced briefly below.
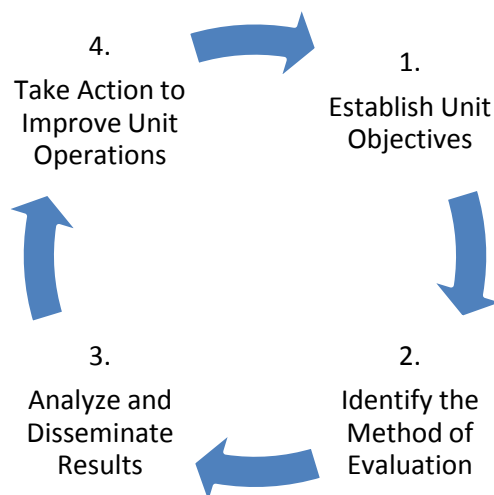
Figure 1 Stages of Unit Evaluation

Part I of this guide will outline the first section of the Non-Instructional Unit Plan Narrative (Appendix A), including the unit's mission or purpose statement. This section also includes the identification of unit changes that have occurred as a result of the three-year unit review for units submitting a revision to their evaluation plan.

The evaluation of unit objectives is the process of collecting information that reveals whether the services, activities, and/or experiences offered by a unit are having the desired impact on those who partake in them. In other words, is the unit effectively meeting the needs of the stakeholders it serves and the mission of the university? As depicted in **Figure 1**, the evaluation of non-instructional units includes four stages. **Part II** of this guide walks through the development of a comprehensive evaluation plan that attends to all the stages in the evaluation process.

All templates referenced in the section are included as appendices at the back of this guide for quick reference. The templates can also be accessed on the portal.

Evaluation of unit objectives is a collaborative effort involving members of the non-instructional unit, the unit Director, and the Office of Institutional Effectiveness. **Part III** of this guide provides a brief orientation to the accountability structures and support resources to guide units through the process of articulating the written plan. These tools include links to internal support for evaluation, links to external sources that provide valuable examples of proven evaluation practices, and helpful resources.

Finally, **Part IV** includes the works consulted in developing this guide and can serve as a reference source for those interested in further information.

The unit introduction sets the stage for the plan's intended purpose and how it contributes to the University's intentional plan for continuous improvement and mission fulfillment. This introduction includes unit to be evaluated, a mission/purpose statement, and changes that have occurred since the previous evaluation plan review.

Following the format in the Non-Instructional Unit Evaluation Plan Narrative (*Appendix A*), units should attend to the following components:

1. Unit Mission or Purpose Statement

   A mission/purpose statement is a clear expression of the unit's reason for existence that reflects its values and purpose. A mission statement should answer <u>what</u>, <u>how</u>, <u>for whom</u>, and <u>why</u> a unit exists. In writing a mission statement, it is often helpful to ask a few descriptive questions to get started.

   For example:

   o <u>What</u> is the purpose of the unit?

   o <u>How</u> does the unit work to achieve this purpose? What are some of the most important services provided or strategies engaged in order to achieve the purpose?

   o <u>Whom</u> does the unit serve? Who are the ultimate target groups the unit seeks to reach in achieving its mission/purpose?

   o <u>Why</u> does the unit exist? What results does the unit hope to achieve?

A Template for Developing a Mission Statement:

The mission of (unit name) is to (unit's primary purpose) by providing (unit's primary activities) to (identify stakeholders and provide additional clarifying statements that include values and alignment with the college mission statement).

Daytona State College. (2014-2015). Institutional effectiveness manual for non-academic planning units. Retrieved from https://www.daytonastate.edu/ie/files/IE%20Manual-Nonacademic_2014-2015.pdf

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The unit mission/purpose statement, should be clearly situated and contextualized within the University mission.

Adopting a mission statement for the unit is not required, but it aids in articulating:

- How the unit aligns with the University mission.

- The primary activities of the unit —defines the unit, what it does, and for whom it does it.
- The purpose of the unit—why those functions are performed.
- The ultimate unit outcome.

2. Identify changes that have occurred as a result of the three-year non-instructional unit review.

This section of the template is designed for units that have been through the three-year non-instructional unit review cycle. If this is the unit's initial evaluation plan, this section of the template should be skipped.

As part of the evaluation cycle, the three-year non-instructional unit review most likely identified continuous improvement actions to unit objectives (see *Actions Taken to Improve Unit Objectives* in Part II of this guide).This section affords the unit an opportunity to showcase how they have moved beyond focusing on evaluation as an end itself to the use of evaluation data in planning to develop an evidence-based unit and evaluation plan. Please describe what changes were made to your evaluation plan as a result of your three-year review.

As previously noted, the evaluation of unit objectives entails four stages:

1. Articulate Unit Objectives for the Non-Instructional Unit

2. Identify the Method by which the Unit Objective will be Evaluated

3. Analyze and Disseminate Results

4. Action Taken to Improve Unit Operations

This section is designed to walk through a step-by-step process of attending to each of these four stages. All supporting resources are included in **Part III** of this guide for easy reference and use. Also, as previously noted university templates are accessible on the portal.

IDENTIFY THE UNIT OBJECTIVES FOR THE NON-INSTRUCTIONAL UNIT

The first stage of developing an evaluation plan is to **identify unit objectives** (UOs). Consistent with its mission/purpose statement, the unit defines the specific objectives it wants its unit to achieve. The UOs should reflect the purposes and functions of the unit. Ideally, outcomes should be services, processes, or products that can be improved.

As described above, a UO is a specific statement that describes current services or processes. Outcomes are related to the unit and university mission and focus on the benefit to the recipient of the service. One approach that works well is to ask each of the unit staff members to create a list of the most important services, processes or functions that the unit performs. From this list establish a set of outcomes that would have the most important impact on the unit. A sample worksheet to assist the unit with identifying key functions, processes, and services is included in **Part III** of this guide. Key questions that are included in the worksheet to help units develop objectives are:

- How does MVNU operate more efficiently as a result of your unit's service?
- How are stakeholders (students, departments, other non-instructional units, etc.) supported because of your unit's service?
- How does MVNU benefit from utilizing your unit's service?

If the unit is continuing to struggle with the identification of UOs, it is recommended to refer to the standards and best practices established by professional organizations of which your unit is a member. Many times professional organizations adopt standards or ideals based on best practices within the field.

▶ Once you have completed the worksheet, develop a list of 4-6 functions that have the most important impact on the operation of the unit.

▸ Use the 4-6 identified unit functions that have the most important impact on the operation of the unit to develop UOs.

▸ Each unit should strive for 4-6 UOs.

Adapted from: Daytona State College. (2014-2015). Institutional effectiveness manual for non-academic planning units. Retrieved from https://www.daytonastate.edu/ie/files/IE%20Manual-Nonacademic_2014-2015.pdf

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EXAMPLES OF UNIT OBJECTIVES:

- RECORDS & REGISTRATION: Promptly mail degrees to graduated students and fulfill transcript requests.

- STUDENT FINANCIAL SERVICES: Provide financial aid award letters to students on a timely basis.

- INFORMATION TECHNOLOGY: Provide and ensure stable and reliable network connections for the campus community.

CHECKLIST FOR GOOD UNIT OBJECTIVES:

✓ ARE THEY ALIGNED WITH THE MISSION, VISION, AND GOALS OF MVNU?

✓ AS A WHOLE, DO THEY COVER THE BREADTH OF YOUR UNIT'S FUNCTIONS?

✓ ARE THEY DISTINCTIVE AND SPECIFIC TO YOUR UNIT?

✓ CAN THEY BE USED TO IDENTIFY AREAS TO IMPROVE?

✓ ARE THEY WRITTEN USING ACTION VERBS TO SPECIFY DEFINITE, OBSERVABLE BEHAVIORS? FOR EXAMPLE, USE EXPLICIT VERBS SUCH AS *INCREASE, DECREASE, ENHANCE, MINIMIZE, PROVIDE, REDUCE, PROMOTE*, RATHER THAN VAGUE VERBS SUCH AS *UNDERSTAND, KNOW*.

✓ ARE THEY **SMART**?

  ▸ **Specific-** Are they written at a reasonable level of specificity? Who is the target population? What will be accomplished?

  ▸ **Measurable-** Can they be measured? Are they clear? How much change is expected? Can you collect reliable and accurate data? Can more than one measure be used?

  ▸ **Achievable-** Can the objective be accomplished in the proposed time frame with the available resources and support? Are they reasonable?

  ▸ **Relevant-** Does the objective directly relate to the goals or mission of the unit? Will pursuit of this objective have a significant impact for the unit?

  ▸ **Time-bound-** Do they propose a timeline in which the goal will be met?

Adapted from: University of Central Florida. (2008). The administrative unit assessment book. Retrieved from http://oeas.ucf.edu/doc/adm_assess_handbook.pdf

Once articulated, UOs should be entered into the Unit Evaluation Plan Matrix (Appendix B) down the left-hand column.

Unit Objectives	Metrics *Evaluation Methodology*	Summary of Major Findings	Actions Taken to Improve Unit Operations	Target	Timeframe
1:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
2:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			

IDENTIFY THE METHOD BY WHICH THE OBJECTIVE IS/WILL BE EVALUATED

Once UOs have been developed, the next step is to **identify appropriate evaluation methods** for those unit objectives.

UOs can be evaluated by tracking the **outputs** or measuring the **outcomes**.

Outputs have been defined as measurable, tangible, direct products or results.

- Outputs include <u>what a unit does</u> (in other words the activities of a unit). Unit activities can include service delivery, meetings, trainings, and developing products or resources.

- Outputs also include <u>who the unit reaches</u> (or participation). Unit participation can include participants, stakeholders, students, and decision makers.

Outcomes have been defined as expressing the results that were intended to be achieved. In other words outcomes answer the questions of:

- What happened as a result your activity/participation?

- So what you start doing X? What difference did it make?

Outcomes can include the learning, skills, opinions, decision making, and economic benefits of the outputs engaged in by the unit. For example:

▸ What happened as a result of Information Technology providing and ensuring stable and reliable network connections for the campus community? Was there more efficient access to information? Was there better decision making occurring across campus?

▸ So what the Office of Institutional Effectiveness "conducted workshops and other training programs to enable university personnel to conduct performance evaluations germane to the unit's responsibilities"? Do unit personnel understand how to develop an evaluation

plan? Do they know how to use it? Does the use of the plan help to improve unit performance?

Adapted from: Hinnant-Bernard, T*.* (n.d.). Introduction to the logic model: A compilation of information. *University of Maryland Eastern Shore.* Retrieved from *https://www.umes.edu/cms300uploadedFiles/Logic%20Model%20Training%20II.pdf*

McCawley, P.F. (n.d.). The logic Model for program planning and evaluation. *University of Idaho Extension*. Retrieved from https://www.cals.uidaho.edu/edcomm/pdf/CIS/CIS1097.pdf

Output and outcome evaluation relies on the use of direct and indirect measures involving both qualitative and quantitative methods.

Direct measures of unit objectives provide direct, observable and objective evidence of the UO. Attainment of the objective is obvious and does not need to be inferred.

For example, in the Office of Institutional Effectiveness, one UO is: *Conduct workshops and other training programs to enable university personnel to conduct performance evaluations germane to the unit's responsibilities.* One direct measure could be to track the outputs (e.g., number of trainings, number of participants). One could also use direct measures to assess the outcomes, for example the % of trained units using data to improve unit operations. Direct measures can include performance measures such as productivity, efficiency, and effectiveness. For example:

▸ Unit productivity (quantity) – ratio of the outputs created to the inputs consumed

   ▪ *Number of students <u>contacted</u> per FTE admissions counselor*

   ▪ *Number of alumni <u>contacted</u> per FTE advancement staff*

   ▪ *Number of staff <u>trained</u> per FTE OIE staff*

▸ Unit efficiency (quality) – measure of effective resource utilization; creating output with less waste, using fewer resources or spending less money

   ▪ *Number of students <u>recruited</u> per FTE admissions counselor*

   ▪ *Number of dollars <u>received</u> per dollars spent*

▸ Unit effectiveness – extent to which the unit achieved its intended outcome

   ▪ *Total students recruited in a freshman class*

   ▪ *Total dollars received in advancement activities*

   ▪ *% of units with an approved evaluation plan* (*Better yet: % of units USING data to improve unit operations)*

Indirect measures also collect information that relates to specific UOs. The difference is that attainment of the objective is <u>inferred from the data collected</u> and includes measures such as student or client perception of functions and critical processes. This category often includes methods that evaluate *perception of* support activities and services.

Continuing with the example from above, an indirect measure could be the *% of workshop participants who agree or strongly agree that they feel more confident in their ability to develop an evaluation plan for their unit.* Indirect measures can include performance measures such as:

- ▸ Stakeholder satisfaction – level of satisfaction of internal and/external stakeholders

  - ▪ *% of students participating in NSI responding positively*

  - ▪ *Student satisfaction with the average amount of time it took Student Financial Services to process financial aid award letters*

- ▸ Unit quality – e.g., work environment

  - ▪ *Employee perceptions and attitudes about the quality of work environment*

An extended list of performance measure examples to consider when writing unit objectives is available in Part III of this guide.

Adapted from: University of Central Florida. (2008). The administrative unit assessment book. Retrieved from http://oeas.ucf.edu/doc/adm_assess_handbook.pdf

UOs can be measured by gathering either quantitative or qualitative evidence. **Quantitative** evidence of unit performance is represented numerically (e.g., the average time it takes the Admissions Office to process applications) and make comparisons and general statements about performance easy. **Qualitative** evidence of unit performance, on the other hand, includes narratives or other non-numerical information (e.g., student responses to open-ended survey items or information gathered via focus groups). Qualitative measures are more challenging to summarize and make comparisons a bit difficult but can provide a wealth of useful information.

> For a holistic view of unit performance it is important to employ both **direct** and **indirect** measures and gather both **quantitative** and **qualitative** evidence.
>
> Multiple methods strengthen the *reliability* (repeatability) and the *validity* of the data (accuracy).

Once identified/developed, evaluation methods should be entered in the next column of the Unit Evaluation Plan Matrix (*Appendix B*). Please note programs should identify at least two measures for each UO. You may consider tracking an output and an outcome. Also, remember to consider the value of both indirect and direct measures.

Unit Objectives	Metrics *Evaluation Methodology*	Summary of Major Findings	Actions Taken to Improve Unit Operations	Target	Timeframe
1:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
2:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			

ANALYZE AND DISSEMINATE RESULTS

Each non-instructional unit should develop a schedule for evaluating unit outcomes. This often coincides with planning and budgeting practices and annual reporting cycles. The important thing is that on an annual basis the unit should aggregate and review all data associated with their evaluation plan.

Once the data have been collected, they must be summarized and analyzed to determine whether the outcome has been achieved. If the purpose of evaluation is to improve performance, this step is the payoff!

Adapted from: Daytona State College. (2014-2015). Institutional effectiveness manual for non-academic planning units. Retrieved from https://www.daytonastate.edu/ie/files/IE%20Manual-Nonacademic_2014-2015.pdf

Once data has been aggregated, major findings should be entered in the next column of the Unit Evaluation Plan Matrix (Appendix B).

Unit Objectives	Metrics *Evaluation Methodology*	Summary of Major Findings	Actions Taken to Improve Unit Operations	Target	Timeframe
1:	Method 1: Method 2: Etc.	Findings Method 1: Findings Method 2: Etc.			
2:	Method 1: Method 2: Etc.	Findings Method 1: Findings Method 2: Etc.			

The purpose of collecting data is to come together as a unit to discuss the findings and how they can be used to <u>celebrate unit performance</u> and <u>improve unit outcomes</u>. It is a dynamic process that involves shared feedback and collaborative reflection on the part of the unit and other stakeholders. This begins first with making the unit aware of evaluation findings and then organizing discussions around how to make improvements. Doing so can be one of the most worthwhile and energizing parts of the evaluation process, as data is turned into valuable information and then into action through conversation among colleagues.

Some possible topics for this meeting include:

- Discuss evaluation results as they relate to each UO

- Review evaluation results to determine unit strengths and areas for improvement

- Decide if different evaluation methods are needed in order to obtain more targeted information

- Begin to determine how evaluation results can be used to make improvements to the unit

It is also important to build into the evaluation plan when and how evaluation results will be shared with stakeholders. The plan should consider what stakeholders should be informed of the findings and how and when evaluation results will be shared with various stakeholders in the MVNU community and the public at large, if appropriate.

TAKE ACTION TO IMPROVE UNIT OPERATIONS

> "Assessment (or evaluation) per se guarantees nothing by way of improvement no more than a thermometer cures a fever."
>
> (Marchese,1987)

Using evaluation results to take action or closing the loop is the last phase in the evaluation cycle and involves making decisions about how to celebrate successes and respond to shortcomings that have been identified through evaluation data.

Acting on Evaluation-Related Data

If the program is <u>satisfied</u> with unit performance on objectives:

- Celebrate!
  - Congratulate each other and the unit
  - Bring in treats ☺
  - Share exemplars of strong performance as models

- Get the word out
  - Put results on the unit website or in a newsletter
  - Send an email with the results to all stakeholders
  - Email the unit Director, Human Resources, or the President
  - Prepare a brief presentation for your advisory board or community partners
  - Put the findings in admissions and recruitment materials, as appropriate

If the unit is <u>not satisfied</u> with objective performance, ask some key questions to determine the nature and extent of the problem:

- Is there corroborating evidence that the unit is struggling with the related metric elsewhere or was it just on this measurement?

- How extensive is the unit struggling? Is it the entire unit? Segments of the unit?

- How critical is the outcome with which the unit struggling? Is it fundamental to their practice or is it important but not critical that they be proficient?

If it is determined that the results merit immediate action rather than just monitoring performance over time, **changes may occur** to the following:

- Changes to Evaluation Plan
  - Are there too many objectives? Can a unit realistically accomplish all these? Are they all of equal importance? Consult unit/industry best practice guidelines/advisory board about the relevance of the objective(s) that is posing a problem. Are all objectives core to professional practice?
  - Are expectations for performance too high? Do any of the UOs need to be revised?
  - Is the measurement method valid and clearly capturing the intended outcome?
  - How frequently should objectives be evaluated and for what reason?

o   Are different evaluation methods needed in order to obtain more targeted information?

- Changes to unit inputs
  Inputs are the resources available for a unit, such as funding, staff, and leadership, expertise, program infrastructure, etc.
  o   Does the unit have the necessary resources to accomplish the UO?
  o   What might be needed to improve unit performance?

- Changes to Unit Processes
  o   Review and possibly revise policies and/or processes
  o   Build capacity in unit staff
  o   Changes in frequency or scheduling of the performance of tasks

Once identified, actions taken to improve unit performance should be entered in the next column of the Unit Evaluation Plan Matrix (Appendix B). This aspect is important for institutional value commitments for continuous improvement, as well as for transparency and accountability purposes for external stakeholders.

Unit Objectives	Metrics *Evaluation Methodology*	Summary of Major Findings	Actions Taken to Improve Unit Operations	Target	Timeframe
1:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
2:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			

It is also important to identify the target or level of achievement you expect the unit to attain in the future. If available, the use of norming or benchmark data can assist with target setting. Norming or benchmark data may be available through IPEDS data gathered by MVNU or other professional associations. The Target should be entered after the dotted line in the matrix.

An anticipated timeframe for the action should be included after the Target in the Timeframe column. This aspect is important for institutional value commitments for continuous improvement, as well as for transparency and accountability purposes for internal and external stakeholders.

You may use the following table as a guide for determining the Action Taken to Improve Unit Performance, Target, and Timeframe:

	ACTION TAKEN TO IMPROVE UNIT PERFORMANCE		TARGET	TIMEFRAME
Who/What is taking the action?	Change/desired effect taking place?	What is to be accomplished?	What level of change is taking place?	When is this to be completed?
(your office)	(action verb)	(expected results)	(degree of change)	(timeframe)

EXAMPLES:

Records & Registration	**will improve**	**time taken to mail out diplomas to graduated students**	**by an average of one day**	**within the next year**
Student Financial Services	**will increase**	**student satisfaction regarding the average time taken to process award letters**	**by 10%**	**within two years**
Information Technology	**will decrease**	**network downtime as a percentage of total time**	**by 5%**	**within the next year**

PART III

RESOURCES AND ACCOUNTABILITY

Evaluation of unit objectives is a collaborative effort involving members of the non-instructional unit, the unit Director and the Office of Institutional Effectiveness. To that extent, various internal and external resources designed to assist you with the non-instructional unit evaluation process are shared in this section.

University Support Resources:

Office of Institutional Effectiveness

Dr. Brenita Nicholas-Edwards	Dr. Randie Timpe	Ms. Robin DePolo	Ms. Laurie Garcia
Assistant Vice President for Institutional Effectiveness	Director of Institutional Research and Accountability and Assistant to the President for Effectiveness and Planning	Institutional Reporting Assistant	Assessment Data Analyst
Brenita.Nicholas@mvnu.edu	Randie.Timpe@mvnu.edu	Robin.Depolo@mvnu.edu	Laurie.garcia@mvnu.edu
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External Support Resources:

Examples of suggested objectives/metrics for non-instructional units:

http://www.lehman.edu/office-academic-programs/assessment/documents/inventory-non-teaching-unit-assessment.pdf

Assessment Commons, resources for the evaluation of non-instructional units:

http://assessmentcommons.org/assessing-administrative-support-units/

Helpful Resources:

The following pages include some templates and handouts that may be useful to you as develop your unit evaluation plan.

WORKSHEET FOR IDENTIFYING NON-INSTRUCTIONAL UNIT PURPOSE AND OBJECTIVES

Ask each unit member to complete this worksheet and arrange a unit meeting to compare notes and discuss results of this activity.

Unit: _____

<u>What</u> is the purpose of the unit?

<u>How</u> does the unit work to achieve this purpose? One way to identify the "how" is to list the most important services provided or strategies engaged in order to achieve the purpose and the key functions or services that contribute to fulfilling MVNU's mission and/or the strategic plan, *MVNU 2023*.

<u>Whom</u> does the unit serve? Who are the ultimate target groups the unit seeks to reach in achieving its mission/purpose?

<u>Why</u> does the unit exist? What results does the unit hope to achieve?

For each key function or service identified above, ask:

1. How does MVNU operate more efficiently as a result of your unit's service?

2. How are stakeholders (students, departments, other non-instructional units, etc.) supported because of your unit's service?

3. How does MVNU benefit from utilizing your unit's service?

In what ways should your unit make a difference in successful outcomes for students, other non-instructional units, other stakeholders?

Adapted from: University of Central Florida. (2008). The Administrative Unit Assessment Book. Retrieved from http://oeas.ucf.edu/doc/adm_assess_handbook.pdf

PERFORMANCE MEASURE EXAMPLES TO CONSIDER WHEN WRITING UNIT OBJECTIVES

Performance Measure	Examples
Effectiveness - a measure of the extent to which the unit achieves its intended outcomes	- Network downtime as a percentage of total time - Network traffic statistics - Number of unprocessed queries - Total dollars received in advancement activities
Productivity – a measure (ratio) of the outputs created to the inputs consumed	- Number of alumni contacted for annual fund per FTE advancement staff - Number of dollars received per FTE advancement staff - Number of training workshops and seminars taught per FTE human resources staff
Quality - a complex area of performance measured in sub-dimensions	(applied at specific levels)
<u>Quality of upstream systems</u> - a measure of the impact of prior contributions	- Accuracy and timeliness of paychecks distributed by payroll - Availability and reliability of information technology in classrooms, laboratories and offices - Quality of information technology training provided to students
<u>Quality of inputs</u> - a measure of "garbage in, garbage out"	- Percentage of technical staff with terminal degrees by gender and ethnicity - Number of staff nominated for and receiving awards and honors - Number of equipment-related injuries - Number of parking spaces on campus
<u>Quality of key work processes</u> - a measure of the design, flow, variation, and value-added by actions within the unit	- Time necessary to complete a business contract - Time necessary to admit a student once the application is complete - Time necessary to acknowledge a service request
<u>Quality of outputs</u> - a measure of the extent to which the outputs meet or exceed the requirements of the individual served	- Time necessary to complete a service request - Cycle time and cost to hire new staff members - Percentage of participants reporting positive evaluations on training programs
<u>Quality of work life</u> - a measure of employees' perceptions and attitudes about the quality of the organization, work experience, and workplace	- Number of injuries by type - Campus crime rates - Employee perceptions about adequacy of resources - Employee turnover rate
Customer and stakeholder satisfaction - a measure of the level of satisfaction of internal and external stakeholders	- Percentages of alumni responding positively in alumni follow-up studies - Dollar values of donations and gifts by stakeholder groups
Efficiency - a measure of resource utilization and the costs and benefits of quality management	- Time and dollars spent in rework - Number of correct journal entries made per unit of time - Ratio of FTE administrators to FTE teaching faculty
Innovation - a measure of creative changes put into place to improve organizational performance	- New technology to increase productivity and customer satisfaction - New organizational structures to improve efficiency, productivity, customer satisfaction, and financial durability - New pricing structures to strengthen financial durability

(Adapted from Miller, B. A. (2007). *Assessing organizational performance in higher education*. San Francisco: Jossey-Bass.)

Assessment Commons. (2016). *Assessing administrative and support units*. Retrieved from
http://assessmentcommons.org/assessing-administrative-support-units/

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Miller, B. A. (2007). *Assessing organizational performance in higher education*. San Francisco: Jossey-Bass.

Suskie, L. 2009. *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass.

University of Central Florida. (2008). *The administrative unit assessment book*. Retrieved from http://oeas.ucf.edu/doc/adm_assess_handbook.pdf

Unit: Click here to enter text.

What type of plan is this: Initial Evaluation Plan ☐   Revised Evaluation Plan ☐

Primary Contact Person: Click here to enter text.

Persons contributing to the plan: Click here to enter text.

Non-Instructional Unit Introduction

1. What is the unit's mission/purpose statement

   Click here to enter text.

2. *If an initial plan, skip to next section*. Otherwise, identify changes that have occurred as a result of the three-year non-instructional unit review that may impact the evaluation plan. For example, your unit was restructured, has taken on additional responsibilities or will be discontinuing some practices/services. .

   Click here to enter text.

Evaluation Plan

Please complete the Unit Evaluation Plan Matrix and provide brief narrative below.

1. List the Unit Objectives for the non-instructional unit here and into the first column of the Unit Evaluation Plan Matrix.

   Click here to enter text.

2. Please identify the methods by which Unit Objectives are/will be evaluated and enter them into the second column of the Unit Evaluation Plan Matrix. In summary below, please identify when you will measure the objective.

   Click here to enter text.

3. *If this is a revised plan*, please aggregate evaluation data and discuss the unit's success in meeting each objective, as well as how and when evaluation results were shared with various stakeholders in the MVNU community and the public at large. Finally enter a brief summary of the findings in the third column of the Unit Evaluation Plan Matrix. *If this an initial evaluation*

plan, please describe how and when evaluation results will be shared with various stakeholders in the MVNU community and the public at large.

Click here to enter text.

4. *If this is a revised plan,* please discuss how you have used (or plan to use) evaluation data gathered to improve unit performance. What actions have you taken? This discussion should also include the target improvement desired as well as a timeframe in which the target improvement should be reached. Enter a summary statement regarding actions taken to improve unit performance, target, and timeframe in the final column of the Unit Evaluation Plan Matrix.

Click here to enter text.

Program Unit: Contact Person:

Date Submitted: Phone Contact:

Email Contact:

Unit Objectives	Metrics _Evaluation Methodology_	Summary of Major Findings	Actions Taken to Improve Unit Operations	Target	Timeframe
1:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
2:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
3:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
4:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
5:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
6:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
7:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
8:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
9:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			
10:	Method 1:	Findings Method 1:			
	Method 2:	Findings Method 2:			
	Etc.	Etc.			