



FLORIDA STATE UNIVERSITY
INSTITUTIONAL PERFORMANCE AND ASSESSMENT

ADMINISTRATIVE SUPPORT SERVICES ASSESSMENT HANDBOOK

Guidelines for Assessing Institutional Effectiveness

May 2022 Edition

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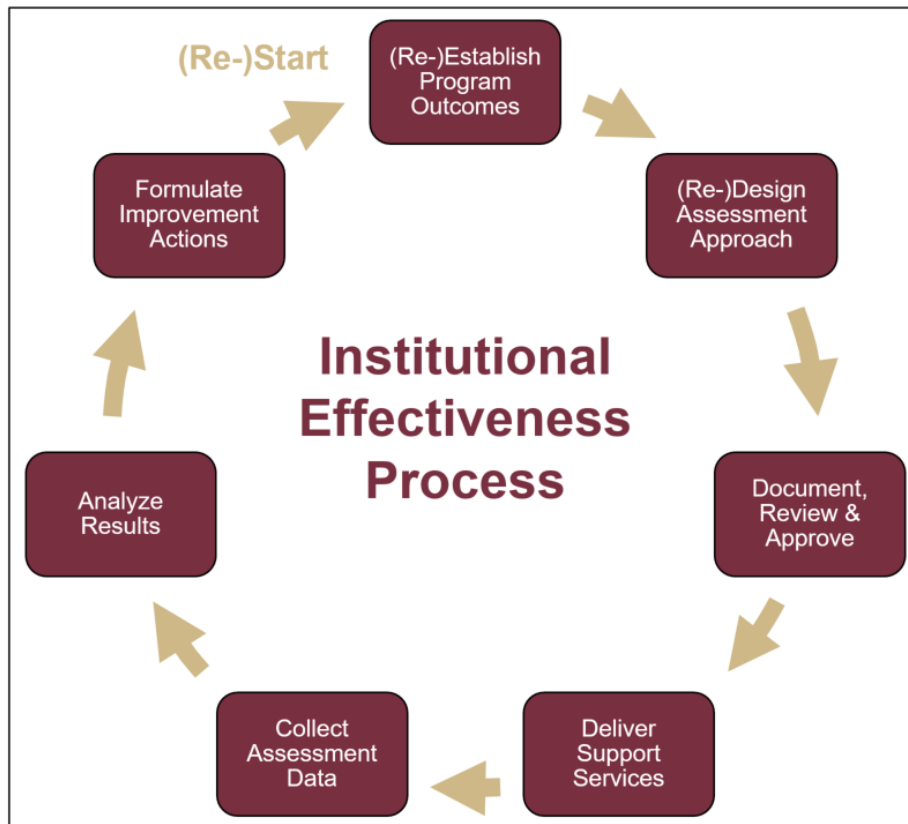
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OVERVIEW OF INSTITUTIONAL EFFECTIVENESS

What is Institutional Effectiveness?

Institutional Effectiveness (IE) is a cyclical planning, implementation and assessment process that allows us to evaluate whether our practices are meeting our goals. The process reinforces administrative support services quality and effectiveness through a systematic review of performance against FSU's [mission](#).

It is important to understand that we already, on a regular basis and mostly informally, evaluate and enhance how well our departments and offices provide direct and indirect support to students and faculty. Structured, formal assessment allows us to be more organized and intentional in documenting and telling the story of the valuable work we do.



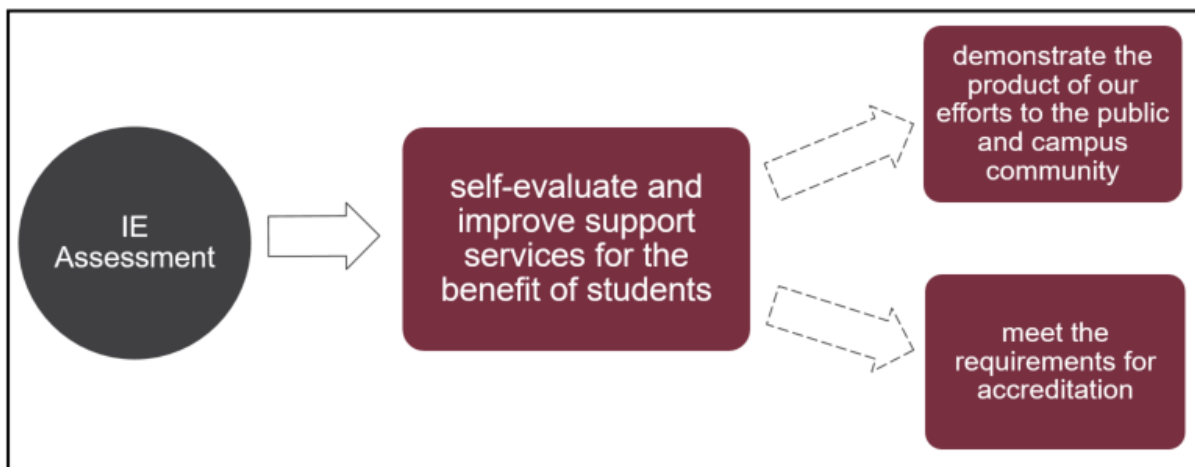
Why do we evaluate Institutional Effectiveness?

The IE process is a key way to measure how well we are meeting important program goals. The main reason for IE assessment is to self-evaluate and improve services for the benefit of faculty, staff, and students. Assessment helps quantify the daily work that is put into advancing the educational mission of FSU. Assessment helps us know, for a

fact, that our “services are provided effectively in order for the institution to obtain its strategic goals as well as operational efficiency” (p.61 in [SACSCOC Resource Manual](#)) and thus, indirectly but robustly support student success. Assessment also informs us of where we are already excelling and where we need to focus next.

As a by-product and a consequence of our assessment and quality enhancement work, we also meet important expectations that various state, regional and national organizations have for FSU as an institution of higher learning. Over the last few decades, accountability for public funds has increased and expectations became more output-focused. In the state of Florida, the Board of Governors determines funding based on how well each public university meets [specific performance benchmarks](#). IE assessment strengthens our position in demonstrating the products of our efforts to the public and campus community.

Furthermore, by engaging in the systematic, explicit and documented assessment of IE, the university meets several accreditation requirements. In the United States, institutional accrediting organizations are charged with the oversight of universities’ quality and effectiveness. Federal funds, such student financial aid, are tied to accreditation. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the current institutional accreditor for FSU. SACSCOC’s accreditation standards require evidence that the university engages in genuine, systematic and ongoing reflective evaluation practices and uses the results of these assessments to enhance educational and support services. FSU will seek its [next reaffirmation](#) of accreditation in 2024.

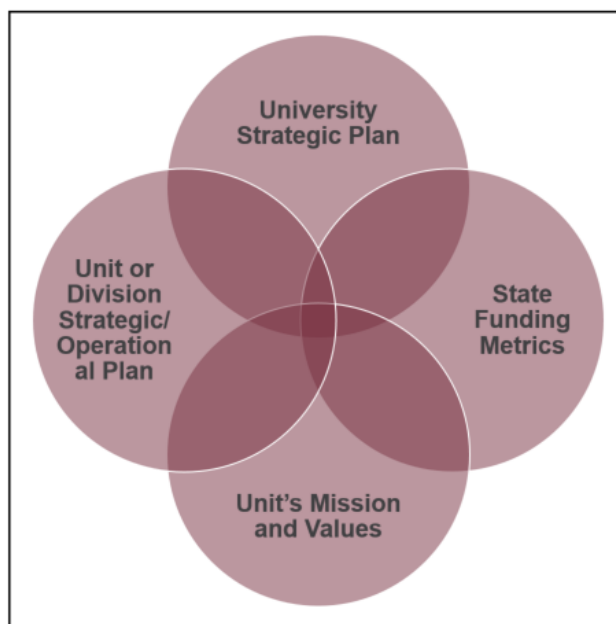


How do we assess Institutional Effectiveness?

IE is typically assessed at the level of individual administrative support services (Admin) units, which are defined as the basic units of organizational hierarchy, usually with a director as the head of the unit/office. For example, the Budget Office, FSU Foundation, Facilities, etc. are considered to be individual administrative units for the IE assessment

purposes. A full list of the Admin units can be viewed in the [IE Assessment Status Report](#) visualization and under the [Org Tree](#) tab on the Institutional Performance and Assessment website.

All university units (educational programs, administrative, and academic/student support services) define and set annual performance goals that are measured and evaluated to determine how well they performed in a given year. These goals are referred to as Program Outcomes (POs). They must directly or indirectly align with FSU [Strategic Plan](#) Initiatives and they may support state funding [metrics](#), [strategic/operational plans](#) of the unit or its division (for example, FSU [Master Plan](#) or FSU [Emergency Management Plan](#)), and/or the unit's mission, vision and values statements. Each Administrative unit should formulate and actively advance at least two POs in any given year.



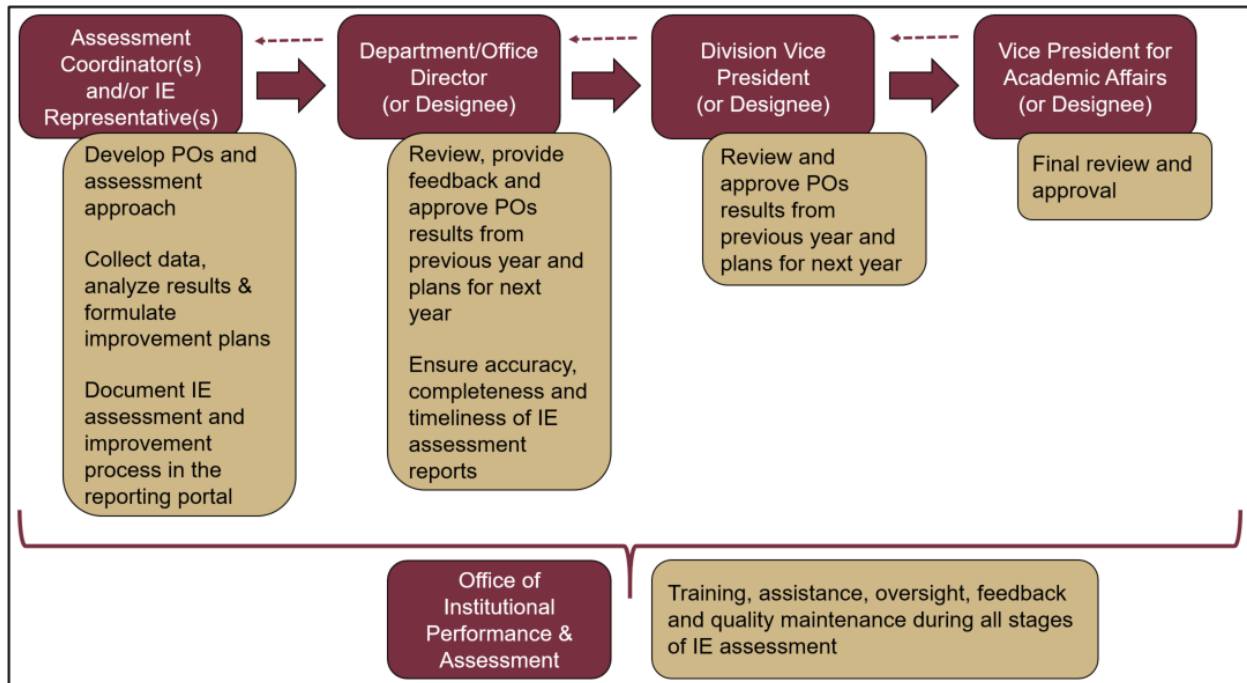
Who governs Institutional Effectiveness?

The Office of the Provost and Executive Vice President for Academic Affairs is responsible for the overall coordination of the university IE assessment processes. The Office of Institutional Performance and Assessment (IPA) within the Office of the Provost provides oversight, quality maintenance, training, and assistance to all reporting units during all stages of their IE assessment process. The final review and approval of IE assessment reports is the responsibility of the Executive Vice President for Academic Affairs or authorized designee(s).

At the level of individual Admin units, the IE assessment process is a shared responsibility between the Division's senior leadership, department heads/directors, unit assessment coordinators, IE representatives, and staff members. As such, they are all

involved in an annual workflow that assures that defined outcomes are appropriately designed, measured, analyzed, improved and reported in a timely fashion.

Typically, each Admin department/office has one **assessment coordinator** who leads and manages the assessment process and implementation of improvements. This individual can also function as the unit's **IE representative**, who is responsible for documenting the unit's IE assessment in the university IE portal housed in the Nuventive platform at iep.fsu.edu. Each unit creates an assessment governance structure most suitable to its size and functions. In administrative units with few employees, the head/director of the department can assume all three roles: function as the unit's assessment coordinator, IE representative and the **unit's head/director** who approves final IE assessment report. Regardless of the unit's size, it is expected that all employees of the department understand, provide input for, agree with, and participate in the IE assessment and improvement process.



When do we assess Institutional Effectiveness?

While the process of program improvement is always continuous and ongoing, we only formally evaluate attainment of Program Outcomes once a year, at the end of each unit's annual cycle. Each Admin unit determines the best start and end dates for their IE assessment timeline. Generally, most departments/offices that provide administrative support services operate on the fiscal year cycle. Fiscal years at FSU start on July 1 and end on June 31. Occasionally, Admin units use academic years to track and measure certain outcomes. Common academic year cycle timeframes are: 1) Fall and Spring semesters, 2) Summer, Fall, Spring semesters, 3) Fall, Spring, Summer.

The recommended [calendar](#) for engaging in and completing various components of the IE assessment process is provided by IPA. The timeline for submission of POs prior year results and next year plans is aligned with yearly cycles of different campus units. For the Admin units, the IE assessment reporting process begins in early September, which allows the units to use information/data from the finalized reports for the fiscal/academic year that just ended to inform improvement actions for the fiscal/academic year that recently started.

Completing IE assessment components in the recommended order and by the recommended due dates best positions the university to engage in meaningful evaluation and enhancement of administrative support services. Importantly, all campus units are allowed and encouraged to complete their IE assessment documentation before the specified deadlines. IPA advises to adhere to the following timeline and step order:

- **STUDY RESULTS**

By the second Friday in September, every Admin unit should collect information/data from the previous academic/fiscal year and assess the levels at which the POs were achieved. Results should be analyzed and discussed with appropriate parties within and outside the department/office. Based on the analysis of results, every unit should develop a set of improvements that will be implemented to enhance operations, services, or other aspects of the unit.

- **FORMULATE PLANS**

By the third Friday in September, every Admin unit should decide which current POs will be continued into the next academic/fiscal year and which current POs will be sunset. If new POs are selected, their assessment methodology should be designed and their goals/benchmarks should be chosen. All new POs must be aligned with 1-3 Initiatives of the FSU Strategic Plan using corresponding functionality in the university IE Portal.

- **DOCUMENT RESULTS AND PLANS**

By the fourth Friday in September, all Admin units should report previous year's results, analysis of results, and improvement actions in the IE portal housed in the Nuventive platform at iep.fsu.edu. Respective POs should be 'continued' into the next year and/or new POs with their assessment processes and goals/benchmarks should be added. The unit may use the [IE assessment reporting templates](#) to expedite the documentation process.

- **PROVIDE FEEDBACK**

By the second Friday in October, IPA staff should provide feedback to each Admin unit regarding the quality of the submitted IE assessment narratives. Each unit will either receive a written confirmation that their report meets the standards or will receive a written request for revisions. IE assessment reports submitted late may receive feedback with delay.

- **REVISE RESULTS AND/OR PLANS**

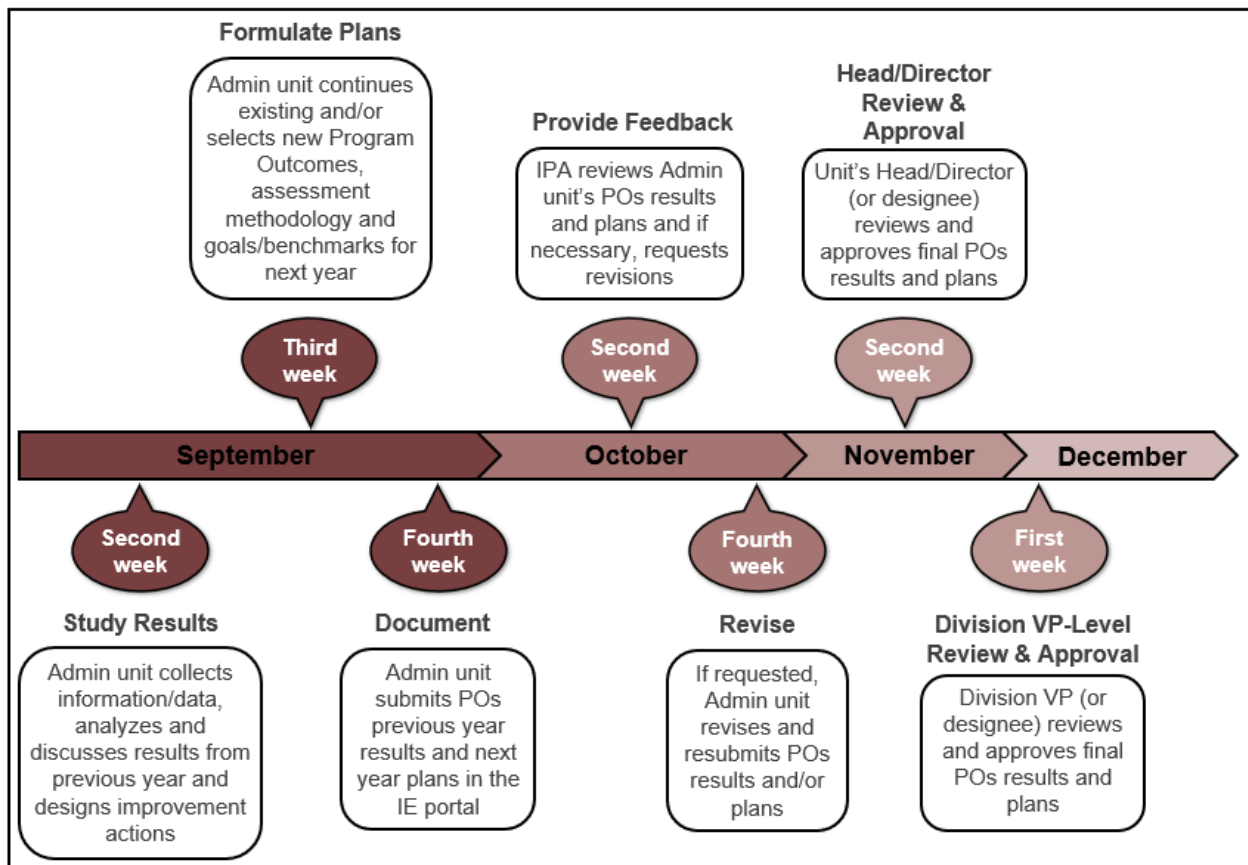
By the fourth Friday in October, Admin units asked to improve their IE assessment report should revise and resubmit it. Shortly after, the unit will receive a written confirmation if their revised report meets the standards. It is rare to receive a second request for revisions from IPA.

- **DIRECTOR-LEVEL REVIEW AND APPROVAL**

By the second Friday in November, Admin unit's head/director (or designee) should review the final IE assessment report and certify in writing that the report accurately represents results and plans for the department/office POs. Early and continual involvement of the unit's head/director in the IE assessment process ensures that there will be no or a minimal amount of revisions requested at this stage of the reporting cycle.

- **DIVISION VP-LEVEL REVIEW AND APPROVAL**

By the first Friday in December, Admin unit's IE assessment report should be reviewed by the division VP or designated representative(s). If no revisions are requested, the submission should be approved and the fact of its review and approval should be communicated in writing to the Provost-level representative and/or Office of IPA.



MISSION STATEMENT

Every Admin unit should have an active and current mission statement, which is “a broad statement of the direction and values of the [administrative support services department/office/center]. For each unit the mission statement should reflect how the unit contributes to the education, development, and experiences of students at the institution. The mission statement also should describe the services provided by the unit.” (p. 14 in [UCF Administrative Assessment Handbook](#)).

A well-defined mission statement includes the following components:

1. **Purpose of the unit** – the reason(s) why you perform your major activities or operations. Your department’s focus may be helping the university recruit best-suited employees, assisting faculty with research grant applications, or maintaining university physical infrastructure.
2. **Unit’s stakeholders** – groups of individuals who participate in your programming and/or are directly or indirectly benefiting from the provided services. For example, graduate students, assistant professors seeking tenure, university staff employees, or taxpayers of the state of Florida.
3. **Primary functions** – your unit’s most important functions, operations, services and/or offerings that support institutional financial foundation and operational efficiency. For instance, offering search committee training to faculty and staff, establishing and maintaining relationships with state government, or providing data-based decision support to university leadership.
4. **Connection to University’s mission** – alignment between your unit’s mission and the [mission statement of FSU](#). Your unit’s mission may be focused on leadership education and community engagement, which supports part of FSU’s mission to “instill strength, skill and character”. Another example is a university unit that assists faculty to patent their inventions, which directly aligns with FSU’s dedication to excellence in research and vision to “be among the nation’s most entrepreneurial and innovative universities”.

Below is an example of Office of Institutional Performance and Assessment mission statement, with the four components of a well-defined mission statement underlined.

(unit’s stakeholders)
We are dedicated to <u>supporting the University community in our continuous improvement efforts.</u>
(unit’s purpose)
Our goal is to <u>facilitate systematic, comprehensive, and data-based planning and evaluation processes</u>
(primary function)
focused on enhancing <u>institutional quality and effectiveness.</u>
(connection to University’s mission)

PROGRAM OUTCOMES

Selecting and Stating Program Outcomes

POs of administrative support services units should be focused on fulfilling the main role(s) that the unit serves at FSU and on providing the most important contribution(s) that the unit can make to the university success. Most Outcomes for Admin units are chosen because of their assumed or proven positive impact on operational efficiency, administrative effectiveness, and financial stability. Chosen POs should be a result of a unit's analysis of its program's strengths and weaknesses and should reflect its commitment to improving the most important services and outcomes.

Dependent on the purpose and primary functions of the Admin unit, POs selected by an individual department/office/center typically fall into three categories:

1. Outcomes focused on the **efficiency, breadth and/or quality** of unit's support services or **monetary targets**. Examples include energy usage, response times, error rates, "clean report" targets, customer satisfaction levels, fund-raising goals, amount of research grants, auxiliary income targets. For instance, FSU Facilities may have a PO to optimize the work order fulfillment time so it never exceeds one-week threshold. Human Resources may have a PO focused on increasing the breadth of professional development opportunities offered to faculty and staff.
2. Outcomes focused on developing certain **knowledge, skills, behaviors, values and attitudes** among students, faculty and/or staff. FSU Office of Research Development may have a PO aimed at increasing faculty participation in webinars on proposal writing. FSU Office for Human Subjects Protection may choose a PO that targets adherence to ethical principles and laws by faculty, staff and students conducting research studies.
3. Outcomes directly focused on a **specific aspect of university Mission and/or Strategic Plan**. FSU Sustainability office may have a PO to strengthen university commitment to sustainability as rated by the Association for the Advancement of Sustainability in Higher Education. FSU Presidential Events unit may have a PO focused on service that benefits local families, like the United Way campaign.

In addition, POs are typically conceptualized as:

- Desired final products and results (e.g., increased endowment size, greater number of event attendees, improved reported well-being among employees, more diverse departmental faculty);
- Activities and strategies aimed at achieving a goal (e.g., increasing Seminole Boosters memberships as a way to support student athletes, increasing the number of outreach events by FSU Police as a way to decrease crime rates on university campus).

Depending on the level of control an administrative unit has over a specific outcome, either the activities/strategies or their final result may be chosen. POs may require planning for an outcome that is a product of multiple strategies. For example, increasing student graduation rates is a PO that requires successfully implemented efforts aimed at retaining students at FSU, their timely completion of gateway courses, ensuring they have financial means to attend college, etc. In addition, enhancements put into effect in a given year may yield noticeable results at a later point. For instance, it may require several years for new graduation-focused strategies to lead to sizable changes because it may take a new cohort of students 2-4 years to fully benefit from the expanded range of programmatic improvements.

It is unusual to have a PO that is pursued for only one year; the typical 'lifespan' of a PO is 3-6 years. A longer implementation period allows for more thoughtful planning, consistent multi-year assessment, and data-based, sustained enhancement efforts. Reasons for 'retiring' a PO may include: the Outcome that the department/program wanted to attain has been achieved, the Outcome is no longer a priority or is no longer under the purview of the unit, the existing Outcome has been modified and replaced by its much narrower or much broader version, etc. Admin units may contact the Office of IPA to consult on sunsetting existing POs and/or selecting new POs.

Do not select POs that resemble a 'to-do' list or a plan to accomplish a task or a series of tasks, especially if they can only be completed if new funding is requested and received (e.g., hiring an employee, renovating office suite, buying new computers).

Below and in subsequent sections, all IE assessment report components (as they are requested in the IE portal) are illustrated using an example PO from the FSU Office of Research Development.

- Provide a succinct name for the PO:

PO Name: PO - Interdisciplinary Research.

- Identify the expected outcome that the Admin unit will strive to achieve:

PO Statement: The level of interdisciplinary research activities among FSU researchers will increase.

Aligning Program Outcomes

Importantly, all POs should be clearly connected to the institutional goals as they are outlined in the FSU [Strategic Plan](#). In addition, the Goals and Initiatives of the FSU Strategic Plan and Admin units' POs should be in alignment with budgetary decisions and resource allocation. Finally, all planning, assessment, and implementation activities should relate to, and advance, the [University's mission](#). The system of relationships between these elements is illustrated in the figure below (adapted from [Hoefler, 2019](#)).



The University’s mission is stated as follows:

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

The 6 Goals and 17 Initiatives of the 2017-2022 FSU Strategic Plan Implementation are:

I	ENTREPRENEURSHIP AND INNOVATION Deepening our distinctive commitment to continuous innovation
IA	Increase Student Activities that Foster Entrepreneurship and Innovation
IB	Increase Faculty and Staff Participation in Entrepreneurship and Innovation
II	ACADEMIC AND RESEARCH EXCELLENCE Amplifying excellence across our academic and research programs

IIA	Grow the Cadre of Faculty in Disciplines Aligned with FSU's Strategic Goals
IIB	Foster a University Climate that Promotes Faculty Excellence and Retention
IIC	Attract and Graduate Top Graduate and Professional School Students and Postdoctoral Scholars
IID	Increase Interdisciplinary Research and Teaching
III	DIVERSITY AND INCLUSION Realizing the full potential of diversity and inclusion
IIIA	Increase Diversity of FSU Student Body, Faculty, and Staff
IIIB	Increase Global and Cultural Competencies in the FSU Community
IV-V	STUDENT SUCCESS Ensuring student success and preparing our students for 21st century careers
IV-VA	Bolster Curricular and Co-Curricular Offerings to Encourage Engaged Learning and Post-Graduation Success
IV-VB	Support Student Career Advising to Promote Positive Post-Graduation Outcomes
IV-VC	Create an Environment That Encourages Healthy Behaviors and Wellness
IV-VD	Enhance Academic Advising and Support Infrastructure to Promote Student Success
VI	EXCELLENCE AND REPUTATION Investing strategically in our institution and reputation
VIA	Attain Top 25 Public University Ranking in US News Reputational Rankings
VIB	Strengthen the University's Financial Foundation
VIC	Use Physical and IT Infrastructure to Facilitate Innovation and Excellence
VID	Maximize the Impact of FSU's Human Capital
VIE	Enhance Campus Commitment to Sustainability

In order to sustain “a systematic and documented process of assessing institutional performance with respect to mission” (p. 56 in [SACSCOC Resource Manual](#)), Admin units are asked to align POs that they identified and (plan to) pursue with 1-3 Strategic Plan Initiatives. This process is known as ‘institutional back mapping’; it allows for a visual representation of the link between the goals of individual units and strategic priorities of the institution (pp. 62-66 in [Nichols & Nichols, 2005](#)). Below are several examples of different POs’ alignment with the Initiatives of the FSU Strategic Plan.

	IA	IB	IIA	IIB	IIC	IID	IIIA	IIIB
PO – More faculty will engage in interdisciplinary research						√		
PO – Renovate and open the Jim Moran Building	√	√						

PO – Attract a more diverse pool of applicants for faculty and staff positions					Y		Y	Y
PO – Promote student participation in FSU’s Study Abroad program								Y
PO – More faculty will engage in cross-institutional academic leadership programs			Y	Y				
PO – Support pedagogical innovation through expansion of the Learning Assistants program		Y						
PO – Ensure department-wide participation in the DEI-focused Search Committee training							Y	Y

	IV-VA	IV-VB	IV-VC	IV-VD	VIA	VIB	VIC	VID	VIE
PO – Departmental participation in InternFSU program will increase	Y	Y							
PO – Improve tenured and tenure track faculty retention								Y	
PO – Establish and maintain strong and positive social media presence					Y				
PO – Increase student satisfaction with maintenance, grounds, and building services			Y	Y					
PO – Develop and offer sustainability-related co-curricular opportunities									Y
PO – Foster contract and grant proposal writing						Y		Y	
PO – Implement the recommendations of the Classroom Space Optimization Committee							Y		

Designing Assessment Process

Assessment methodology for a PO should be focused on accurately measuring the extent to which an administrative unit achieved the established Outcome. The unit may choose to assess a unit-level PO through measuring the efficiency of its day-to-day operations, quality of provided services, timeliness of a product, number of individuals or university departments who received support, etc. Institutional POs are typically the university-level final ‘products’ that unit-level activities support, such as faculty and student gains/benefits resulting from receiving the unit’s services, including those of educational nature.

It is important to evaluate POs with appropriate assessment instruments, within the context of a unit's functions, and in a methodologically consistent fashion to allow for year-over-year assessment. When designing an assessment methodology, it is useful to adhere to the S.M.A.R.T. guidelines – program-level outcomes should be **S**pecific, **M**easurable, **A**chievable, **R**esults-Oriented, and **T**ime-bound. When feasible, IPA and/or Office of Institutional Research (IR) will provide additional data and analytic support to administrative units in need of custom reports and datasets.

- Describe how the assessment of the PO will be conducted:

Assessment Process: The level of interdisciplinary research activities among FSU faculty will be measured through the percentage of contract and grant proposals submitted by two or more academic units (departments, centers, institutes). The percentage will be calculated by dividing the number of proposals submitted by multiple units by the total number of contract and grant proposals submitted in a given fiscal year (July 1 – June 30). Only proposals processed through FSU's Sponsored Research Administration or the FSU Research Foundation will be included.

Setting Goal/Benchmark

The preferred approach to ascertaining whether a PO is achieved is setting multi-year quantitative goals/benchmarks using data that can be counted, measured, and expressed using numbers. Qualitative (descriptive, verbal, non-numeric) information may also be used to measure POs, but this assessment approach is not recommended due to the potential difficulty in ascertaining whether the PO has been achieved or not.

An Admin unit can choose to set a goal for a PO, a benchmark or both. For the purposes of IE assessment, a **goal** denotes a desired numeric change between two values. For example, a 5 percent increase can mean growing the number of students who attended an event from 20 students to 21 students. Alternatively, a 5 percentage point increase can mean growing the headcount from 70% to 75%. (There is [more information](#) available about the difference between a percent and a percentage point.)

A **benchmark** denotes a minimum or a maximum numeric threshold that the unit will strive to meet. For example, having at least 90% of faculty/staff exhibit desired behavior after they had participated in the unit's programming. Or, not exceeding two weeks between a service request date and the request being fulfilled.

When units decide how high they should set the PO goal/benchmark, they should study relevant industry standards, performance of similar units at peer institutions, and/or review the unit's own past levels of achieving the PO. The goal/benchmark should be set at a level that is ambitious, yet achievable with some effort. Over the years, goal(s)/ benchmark(s) for the same PO may be changed: if you choose to increase/ decrease the goal/benchmark, record those changes in the IE Portal in the 'Goal/Benchmark' field

and specify the timeframe (e.g., “Beginning with the 2021-2022 fiscal year, the benchmark used to measure success of this PO will be increased from 300 training attendees per year to at least 350 attendees.”)

Importantly, “[w]ithin institutional effectiveness, departments [academic and nonacademic] are free to stretch themselves to the limit and to attempt innovative approaches to provide services without fear of failure. Within institutional effectiveness, departments are not held accountable for failure or success, only for having in place a process for stating outcomes, measuring accomplishments, and using the results to improve programming.” ([Nichols, 1995](#))

Within the IE Portal, admin units can include any documentation they deem relevant to the Assessment Process and/or the Goal/Benchmark (e.g., copies of survey questions, consultant’s report, data tables and graphs, unit’s annual reports).

- Specify a measurable assessment standard that defines success:

Goal/Benchmark: Every fiscal year (July 1 – June 30) for the next five years, the percentage of interdisciplinary contract and grant proposals will increase by at least 2 percentage points from previous year. In 2017 fiscal year, the proportion of interdisciplinary contract and grant proposals was 26.01% (353 out of 1,357 total). In order to achieve the PO for the 2018 fiscal year, the percentage of interdisciplinary proposals will be at least 28.01%.

Providing Results Statement

During the fiscal/academic year, administrative units deliver services to students, faculty, staff, and community members as planned at the beginning of the year. At the end of each assessment cycle, units aggregate necessary information/data and report the levels at which POs were achieved. A proper results statement for each PO is largely quantitative – it includes counts and percentages where appropriate. Results can be compared to last year’s results to provide additional context. In rare cases, qualitative/descriptive results statements can be appropriate.

- Present information regarding the levels at which the PO was achieved:

Results Statement: This past fiscal year 2018 (July 1, 2017 – June 30, 2018), percentage of contract and grant (C&G) proposals submitted by two or more units was 28.38%. Out of total 1,265 proposals submitted this past year, 359 were interdisciplinary. For comparison, in fiscal year 2017, the percentage of interdisciplinary C&G proposals was 26.01% (353 out of 1,357 total). So, the goal to increase the PO by at least 2 percentages was achieved.

Analyzing Results

The culmination of the annual IE Assessment process is the analysis of why the Outcome was achieved at the level that it was. Using facts and their expert opinion, each unit should try to determine the reason(s) why the PO was attained at the level that it was. Most reasons will include specific factors, decisions, actions, and events that negatively and/or positively influenced the results. Units need to make sure that they 'close the loop' on prior year'(s) improvement action(s) by explicitly stating whether those changes were indeed implemented as planned and whether they had the intended positive effect on the PO.

A strong analysis of results should: 1) be focused on the take-aways from internal discussions or investigations regarding the data, 2) form the link between the data and the improvement action(s), and 3) highlight areas of success in addition to areas needing enhancements. In addition, if the unit concludes that the way the PO is assessed needs to be changed, an evaluation of the assessment methodology should be provided.

In the IE Portal, the file bank associated with each PO allows users to upload any relevant supporting documents, such as data tables and graphs, minutes/notes from staff meeting(s) where results were discussed. These kinds of records provide documented evidence of assessment and improvement efforts and are required by SACSCOC, so each unit should include these files when available.

- Examine the reason(s) for the attained results:

Analysis of Results: We believe that the increase in interdisciplinary C&G proposals is largely due to the Collaborative Collisions interdisciplinary networking events that have been hosted by our Office of Research Development over the last three years. Four well-attended Collaborative Collision events were held last academic year. They resulted in over 50 proposals submitted by researchers from different academic units.

Although the increase was over the planned 2 percentage points, the number of interdisciplinary proposals did not increase by much (353 in FY 2017 and 359 in FY 2018). The percentage increased because the overall number of submitted proposals decreased (1,357 in FY 2017 and 1,265 in FY 2018), which decreased the denominator in percentage calculations.

Formulating Improvement Action(s)

The most intensive component of the IE assessment process is devising and implementing actions to enhance unit's services and operations. Formulating sound improvement plans requires participation, engagement and meaningful contribution from as many members of the Admin unit as possible. Whether POs have been met or not, it

is the responsibility of the department/office leadership and assessment coordinators to determine a plan of action for the next year.

When an Outcome does not meet the desired goal/benchmark, the unit should figure out why and then develop a way to improve its functions and services. These plans should be well-thought-out and describe specific new and/or different changes to be implemented, ranging from small-scale enhancements to significant changes in a unit's operations. Improvement actions may also include new or modified assessment approaches, switching to a new third-party product, adopting new practices, attitudes and behaviors, etc.

In cases when a PO is being consistently achieved at a high level, it is recommended to either increase the desired goal/benchmark, focus on a different aspect of the same PO, or derive a new PO that would address other important aspects of the unit's work. If these changes are not feasible, the unit should consider how they expect to maintain a high level of performance.

Most importantly, “[t]he institution should be using the data to inform changes based on evaluation of its findings. Plans to make improvements do not qualify as seeking improvement, but efforts to improve a program that may not have been entirely successful certainly do.” (p. 68 in [SACSCOC Resource Manual](#)).

- Describe specific plans to improve or sustain performance:

Improvement Action(s): In order to continue growing the percentage (and also number) of submitted interdisciplinary C&G proposals, we will work in two main directions.

First, we will continue hosting Collaborative Collision networking events and will increase their frequency from 4 per year to 6 per year. The two additional events will be focused on topics that were requested by many FSU researchers. One event on “Big Data” will be added to the summer schedule and another event on “Children and Families” will be added to the fall schedule.

Second, we want to establish a Collaborative Collision seed fund and have already submitted a budget request for it. The seed fund will provide grants of up to \$20,000 for interdisciplinary research projects. The grants are intended to allow teams to position themselves to seek external funding for a new research initiative by demonstrating a history of successful collaboration.

Appendix A: Assessment Components of a Program Outcome Transportation and Parking Services Example

- **Mission Statement**: The purpose of the Florida State University Transportation and Parking Services department is to provide the campus community with reliable, high-quality, and efficient parking and transportation services. We fulfill this purpose through applying the industry's best practices and latest technology, facilitating and promoting alternative transportation options, and effectively managing the University parking lots and motor fleet vehicles. We support the university mission and strategic goals of operational excellence and service to community.
- **PO Name**: Campus Ridesharing Program.
- **PO Statement**: The usage of the FSU Rideshare program will increase.
- **Assessment Process**: We will assess this Outcome using two measures: the total number of unique participants/users and the total number of rideshare postings. Both will be tracked using data from the RideShark mobile app. Both measures will be per fiscal year (July 1 – June 30).
- **Goal/Benchmark**: At least 25% increase in the number of users and at least 10% increase in the number of postings over previous fiscal year.
- **2018-19 Results Statement**: In fiscal year 2018-19 (July 1, 2018 – June 30, 2019), the number of unique users increased by 144% (from 254 people to 619 people) and the number of rideshare postings increased by 686% (from 317 posting to 2,492 postings). Both goals/benchmarks set for this outcome were achieved.
- **Analysis of Results**: It was not anticipated that the new ridesharing program will become so popular so quickly. We believe that the significant increase in users and postings was due to the fact that the program filled a pressing need for our students. Also, because over the last two years the ridesharing program proved to be a quick, safe, and economic way to commute, we think that the users kept coming back to it and also spread the word to others.
- **Improvement Action(s)**: In order to continue expanding transportation options and reducing campus parking demand, we will renew our contract with the RideShark vendor. We will also create some promotional materials and will distribute them at various student events and on social media. Another method to increase the app usage that will be implemented is to offer one free ride to every new user who installs the app.

Appendix B:
2022 IE Assessment Calendar for Administrative Support Services

General Timeframe	Due Date in 2022	Step	Component
1) By second Friday in September	September 9 th , 2022	Collect Data and Study Results	Unit gathers necessary information/data from 2021-2022 fiscal year (or academic year if applicable), reviews, analyzes and discusses 2021-2022 results, and formulates improvement actions for 2022-2023 year
2) By third Friday in September	September 16 th , 2022	Formulate Plans	Unit continues existing and/or determines new Program Outcomes, assessment methodology and goals/benchmarks for 2022-2023 fiscal year (or academic year if applicable)
3) By fourth Friday in September	September 23 rd , 2022	Document	Unit submits POs 2021-2022 Results and 2022-2023 Plans in the IE Portal
4) By second Friday in October	October 14 th , 2022	Provide Feedback	IPA reviews unit's Program Outcomes 2021-2022 Results and 2022-2023 Plans and if necessary, requests revisions
5) By fourth Friday in October	October 28 th , 2022	Revise	If requested, the unit revises and resubmits POs 2021-2022 Results and/or 2022-2023 Plans
6) By second Friday in November	November 11 th , 2022	Head/Director Review & Approval	Unit's Director/Head reviews and approves revised POs 2021-2022 Results and 2022-2023 Plans
7) By first Friday in December	December 2 nd , 2022	Division VP-Level Review & Approval	Division VP (or designee) reviews and approves final POs 2021-2022 Results and 2022-2023 Plans