

Advancing Quality  
through the Evaluation of  
Non-Instructional  
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# INTRODUCTION

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## OVERVIEW OF EVALUATION

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

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.

# PART I

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## UNIT INTRODUCTION

The unit ~~is a~~ ~~part~~ ~~of~~ ~~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 ~~mission~~ ~~and~~ ~~purpose~~. A mission statement should answer what, how, for whom, and why a unit exists. In writing a mission statement, it is often helpful to ask a few descriptive questions to get started.

- x The primary activities of the unit v defines the unit, what it does, and for whom it does it.
- x The purpose of the unitv why those functions are performed.
- x 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 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.

# PART II

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## DEVELOPING AN E

- 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\\_20142015.pdf](https://www.daytonastate.edu/ie/files/IE%20Manual_-_Nonacademic_20142015.pdf)*

## EXAMPLES OF UNIT O

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

Unit Objectives	Metrics <i>Evaluation Methodology</i>	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.

- x Outputs include what a unit does (in other words the activities of a unit). Unit activities can include service delivery, meetings, trainings, and developing products or resources.
- x Outputs also include who the unit reaches (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:

- x What happened as a result your activity/participation?
- x So what you start doing X? What difference did it make?

Outcomes can include the learning, skills, opinions, decision mak-88(d)-9ef253.97 623.38 0.48 23.51T1TJET EMC rf



plan?

Stakeholder satisfaction t



ANALYZE AND

# TAKE ACTION TO IMPROVE UNIT OPERATIONS

Assessment (or evaluation)

- o Are different evaluation methods needed in order to obtain more targeted information?
- x Changes to unit inputs  
Inputs are the resources available for a unit, such as funding, staff, and leadership, expertise,

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

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## 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

Assistant Vice President  
for Institutional  
Effectiveness

Director of Institutional  
Research and  
Accountability and  
1 0 0 1 194.57 1 194.52 1 ,

[Brenita.Nicholas@mvnu.edu](mailto:Brenita.Nicholas@mvnu.edu)

Ext. 4124

## 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.



For each key function or service identified above, ask:

1. How are stakeholders (students, departments, other non-instructional units, etc.) supported?
2. How are stakeholders (students, departments, other non-instructional units, etc.) supported?
3. How are stakeholders (students, departments, other non-instructional units, etc.) supported?

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

Page 2

Adapted from: University of Central Florida. (2008). *The Administrative Unit Assessment Book*. Retrieved from [http://oeas.ucf.edu/doc/adm\\_assess\\_handbook.pdf](http://oeas.ucf.edu/doc/adm_assess_handbook.pdf)

PERFORMANCE MEASUREMENT EXAMPLES TO CONSIDER WHEN WRITING UNIT OBJECTIVES

# PART IV

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## REFERENCES

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

- McLellan, Hilary. (2003) Virtual Realities. In D. Jonassen (Ed.) *Handbook of Research on Educational Communications and Technology 2nd Ed.* (pp. 461-497). Mahwah, NJ: Lawrence Erlbaum Associates.
- Miller, B. A. (2007). *Assessing organizational performance in higher education* San Francisco: Jossey-Bass.
- Suskie, L. 2009. *Assessing student learning: A commonsense guide* San Francisco: Jossey-Bass.
- University of Central Florida. (2008). *The administrative unit assessment workbook* Retrieved from [http://oeas.ucf.edu/doc/adm\\_assess\\_handbook.pdf](http://oeas.ucf.edu/doc/adm_assess_handbook.pdf)



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 revision, 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.](#)

## Unit Evaluation