GUIDELINES FOR THE ASSESSMENT OF ADMINISTRATIVE OFFICES

November 2007

The following are guidelines to consider when developing an assessment plan for your administrative office or program. Not all points will be applicable to all assessment plans, and some plans may include points not mentioned here. Some plans may require the assistance of other offices – to provide empirical data about your office or program, for example.

It is easiest to begin with a careful evaluation of your office or program before you begin developing a plan. This should make it easier for you to define – and understand – your goals.

It is not necessary or practical to attempt to develop assessment plans for all aspects of your office or program at one time. Instead, a multi-stage plan should be developed which sequentially concentrates on specific aspects of your office or program.

It is essential that your plan describe mechanisms by which the results of any assessment will be evaluated and how those results might be used to improve your program or office or to identify areas of activity which may become problematic in the future.

Your plan should be designed to be an ongoing evaluation of the functions of your office. Periodic evaluation of the plan itself – as well as evaluation of your office’s performance towards its goals – should be undertaken to ensure that you are assessing performance in useful, appropriate, and productive ways.

The main purpose of defining and assessing goals is to help you to monitor and improve the performance of your office or program. In the end, the goals and the results of any evaluations should be useful to you and should help you define the activities of your office or program.

A sample Assessment Report template is included at the end of this document.

This document, a fillable version of the sample template, and other assessment-related resources are available from on-campus computers at www.csi.cuny.edu/oncampus/OIRAIN/assessment.html
STAGE ONE: EVALUATION

I. Organization

How is the office situated within the structure of the College, or, how is the program situated within an office? How is the program administered? Is the program's current organization effective in carrying out the mission and goals of the office or program? If you do not have a clearly defined mission, drafting one should be your first step.

II. Services

What needs of the College does the program or office serve? Describe the program's services addressing, where appropriate, the following:
- the program's services that directly affect students
- the program's services that directly affect academic offices or programs
- the program's services that directly affect other non-academic offices or programs

What is the cycle by which services are offered? What is the usual volume of interaction with each group? Is the cycle of offerings flexible enough to allow reasonable accommodations for other groups’ schedules?

What indicators has your program or office identified which demonstrate the effects of your activities? Based on these indicators, what evidence supports the program's impact? If an outcomes assessment plan has not yet been initiated, what arrangements does your office have to engage in outcomes assessment? Draft a timetable for your assessment activities.

III. Students

What interactions does the program have with students? Are there any conditions that students must meet before they come to your office? Are these conditions justified?

How many students were served by the program in the past year? How many of those were repeat visits? What efforts are made to bring students to the program? What is the distribution of students with regard to gender and ethnicity?

Where applicable, how does the program determine the academic and/or employment achievements of the students it has served, and what are these achievements? If no information is available, what measures is the office or program planning to use to determine the academic and/or employment achievements of the students served?
IV. Resources

What are the personnel resources of the program with regard to administrators, student workers, and secretarial support? How do you determine if these personnel are used effectively? Are there sufficient positions to meet the needs of your office or program?

What are the library, technology, and media resources of the program? What are the library, technology, and media requirements of the program? What are the space resources of the program, including access to storage areas and space for students and/or staff? Are the current resources adequate?

V. Staff

How many full-time and part-time staff are employed by your program? What are their educational backgrounds and scholarly accomplishments? Could the office or program be better served by employing people with different or more varied backgrounds?

What have been the hiring trends in the past five years? What changes are anticipated in the staff with regard to retirements and new hiring? If new hires are anticipated, what opportunities does new hiring present with regard to reshaping the program’s focus? How will new hires help you to address the goals of your office or program?

Does your program provide service to the University or to the Staten Island community? Is this service described in your mission statement or goals?

What percentage of work load is allocated to part-time staff? How have the percentages of work by full-time and part-time staff changed in the past five years? What, if any, affects have these changes had on the productivity of your office or program and its abilities to meet its goals?
STAGE TWO: PLAN DEVELOPMENT

I. Mission and Goals

What are the mission and goals of the program or office? The evaluation of your office or program should allow you to describe the relationship of this mission and these goals to the missions of the College of Staten Island and the City University of New York.

Your plan should ideally begin by evaluating the goals of your office or program which most strongly contribute to the mission and goals of the College.

Be careful to not be too vague, broad, or numerous with your goals. A handful of clear, well-defined, measurable goals is more useful to you than a long list of general points. Remember that these goals are meant to be useful to you.

II. Program Analysis and Planning

Your plan should include descriptions of how you will determine whether or not your office or program has successfully met its goals.

When evaluating your success, you must be able to describe the evidence that supports your conclusions. If the program has not met a particular goal, you should be able to identify factors that contributed to this outcome. When you report on a goal you should also consider whether you achieved part of a goal but not all of it, and whether or not the goal was realistic.

Consider:
- What are the program's strengths and weaknesses with respect to the goal?
- What are the future directions of the program?
- What recommendations emerge from your assessment plan regarding:
  - the program's goals,
  - areas of activity that are not addressed by your assessment plan,
  - areas of activity that do not appear to be connected to the program’s mission,
  - the program's curriculum and pedagogy (if any), and
  - its resource needs, with regard to faculty, staff, space, etc.