

# Administrative Assessment

## Handbook for Program Coordinators

Office of Institutional Effectiveness

Last revised: July 2025

More info at: <https://srinfo.sulross.edu/ie/administrative-assessment/>



# Table of Contents

Roles and Responsibilities	3
Importance of Administrative Assessment	4
The Sul Ross Administrative Assessment Process	5
Applying the Administrative Assessment Process: Flow Chart	6
Using the Watermark Platform for Reporting	8
Support	19
Works Cited	19

# **Administrative Assessment Program Coordinator**

## **Role and Responsibilities**

### **What is Assessment?**

Assessment is the ongoing and systematic process of identifying objectives and means to measure them, gathering measurements of the objectives, using the information to make decisions about improvement, and implementing improvements based on the data gathered. Administrative assessment program coordinators understand the usefulness of such information and inspire others to engage in this continuous cycle of improvement.

### **Responsibilities**

- 1.** Review, analyze, and evaluate the assigned administrative program's outcomes and assessment from the previous and current assessment year.
  - The current assessment year for Administrative Assessment Reports is September 1 to August 31.
  - Throughout the year, the administrative assessment program coordinator should consider the administrative program's outcomes and assessment methods to ensure ease of reporting at the end of the assessment year.
- 2.** Use collected assessment data from colleagues within an administrative program to complete the Administrative Assessment Report in the Watermark system.
  - Administrative Assessment Reports are due August 31 of each year.
- 3.** Administrative program outcomes and assessments may align with a strategy outlined in the "Strategic Plan 2022-2027: Our Student-Centric Focus." Through the Watermark system, administrative assessment program coordinators are asked to align at least one of their department or division's Administrative Assessment outcomes to one or more of the strategies listed in the strategic plan.
- 4.** Keep in contact with the Institutional Effectiveness office (contacts at the end of this handbook) regarding due dates and technology issues.
- 5.** Attend professional development and assessment training or meetings.

**Your service to Sul Ross State University is greatly appreciated.**

# Importance of Administrative Assessment

## Purpose of Assessment

1. **To improve** – The assessment process should provide feedback to determine how the administrative unit can be improved.
2. **To inform** – The assessment process should inform department heads and other decision-makers of the contributions and impact of the administrative program to the development and growth of students.
3. **To prove** – The assessment process should encapsulate and demonstrate what the administrative entity is accomplishing to students, faculty, staff, and outsiders.
4. **To support** – The assessment process should provide support for campus decision-making activities such as unit review and strategic planning, as well as external accountability activities such as accreditation.

## Supporting Accreditation Requirements

### SACSCOC 7

An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to decision-making processes at all levels; and provides a sound basis for budgeting decisions and resource allocations.

### SACSCOC 7.3

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

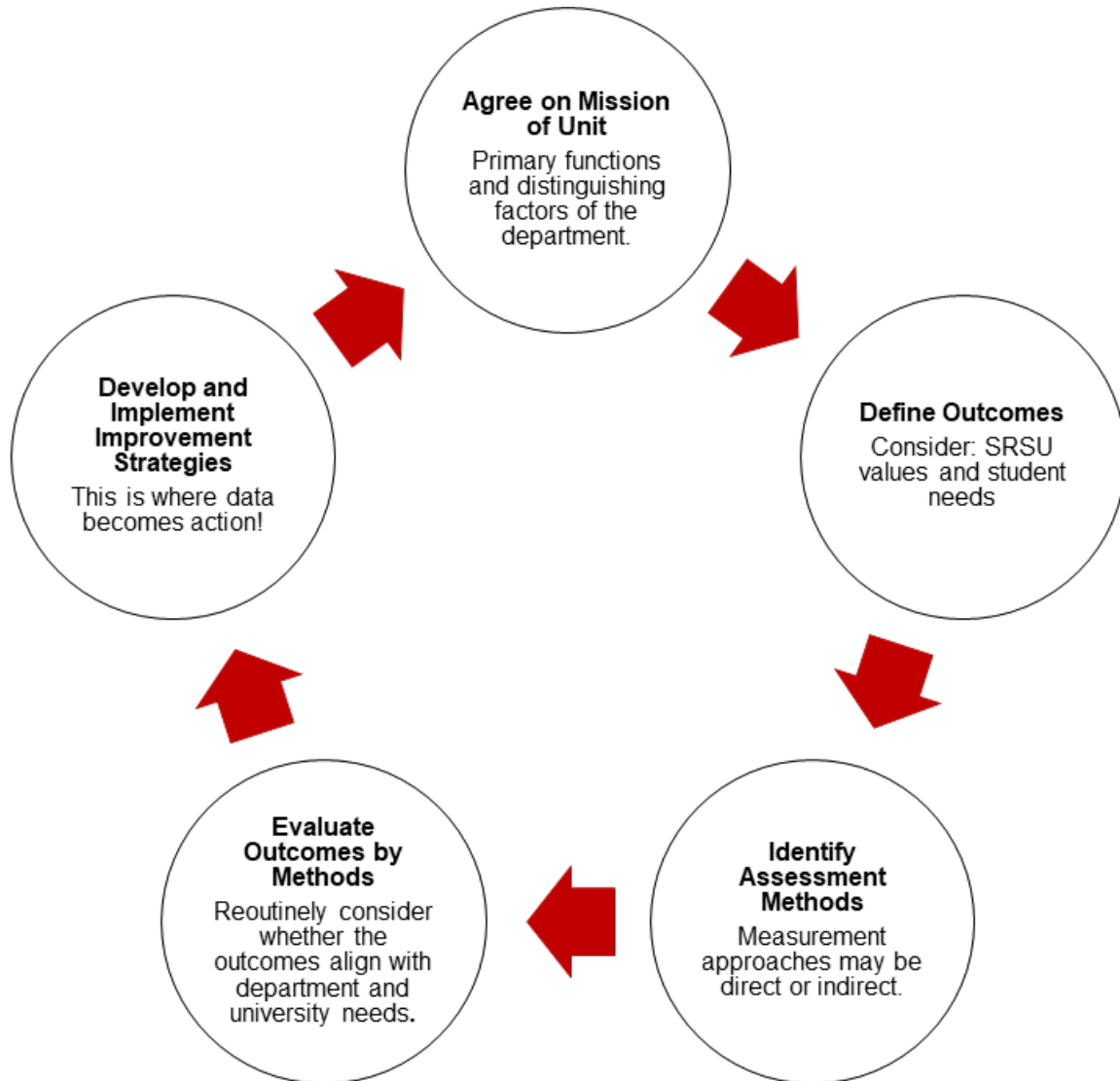
### SACSCOC 8.2.c

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of results for academic and student services that support student success.

### SACSCOC 12.1

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. The expectation is that the institution maintains descriptions of the various programs outlined above, as well as a narrative relating to the impact of these programs, services, and activities.

## The Sul Ross Administrative Assessment Process



**This five-step cycle promotes continuous improvement.**

# Applying the Administrative Assessment Process Flow Chart

## Preplan: Organize for Assessment

Before assessment can begin, key staff, faculty, committees, and structures must be identified. One or more persons may lead the administrative program assessment process, but it is critical for all staff to assume the responsibility of designing, implementing, and carrying out the assessment process.

### 1. Define the Mission Statement

A mission statement is a description of what a department, division, unit, or office does, and what philosophy and principles guide it. The department or division mission statement must be succinct, and convey how the unit supports the overall mission of the institution. Mission statements should not be easily rewritten.

### 2. Define the Desired Outcomes

Administrative outcomes should reflect the program's most important initiatives or improvements over the course of an assessment year. Programs should not use the department or division's normal operations as part of the assessment initiatives but should focus on improvements and special projects that will enhance the entity. Programs are encouraged to identify outcomes that align with the institution's most recent strategic plan to increase the overall assessment of the institution.

Outcomes are statements of intention, describing a task to accomplish or a goal to meet. They are specific, measurable, and quantifiable statements that can be used to determine progress toward the overall mission of the entity. Outcomes should be reasonably achieved within an expected timeframe and with available resources.

A general formula for writing an outcome can be employed, although it is not required.

**Outcome = Target/Subject + Verb/Action+ Object + Modifiers**

### Outcome Example using Registrar's Office:

The Office of Records and Registration provides accurate student, class, and faculty data reports to the Texas Higher Education Coordinating Board as required by statute.

### Outcome Example using the Library:

The Library enhances student success and retention by providing an environment conducive to learning.

## Applying the Administrative Assessment Process Flow Chart

### 3. Define and Identify Assessment Methods

An assessment method identifies evidence and processes the administrative assessment program coordinator will use to determine whether the program is achieving the expected results. Assessment methods should be quantitative and show performance compared to criteria for success in relation to expected outcomes.

In collecting this evidence, the program should learn two things: (1) whether the outcome is being met, (2) where there is room for improvement. For each outcome, at least one to two assessment methods must be identified to gather this needed information, ideally one direct and one indirect.

**Direct methods** of assessing operational or strategic outcomes include measurements of the demand, quality, efficiency, and effectiveness of key functions and services. Direct methods include key terms such as number of, percentage, level, average, etc.

**Indirect methods** of assessing operational or strategic outcomes include measurements of constituents' perceptions of or satisfaction with key functions and services. Indirect methods can support and contextualize direct methods of assessment. Indirect method data may be found in surveys, focus groups, documented feedback, etc.

### 4. Evaluate Outcomes by Assessment Methods

At the end of the assessment year, each unit must write an assessment report which consists of the findings, action plan(s), and analysis. The first step is to collect the findings (or results) associated with each measure. Findings are merely quantifiable data, without any analysis, that result when the measures listed in the assessment plan are completed.

Report your findings and whether the target was met, not met, or partially met. The analysis section will then provide you with the opportunity for a more comprehensive response to your findings. The analysis of findings should be comprehensive in how it impacts your department, division, and/or the university.

### 5. Develop and Implement Improvement Strategies

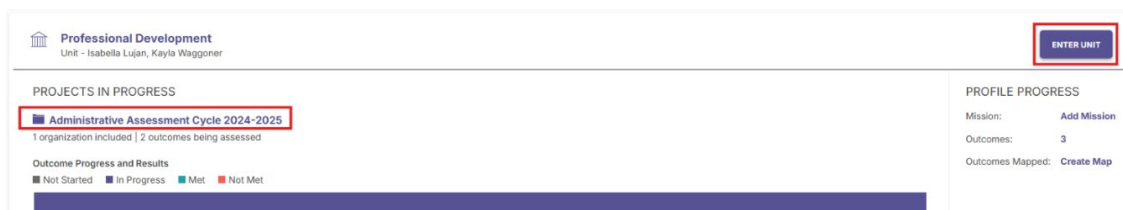
The analysis of unit outcomes during an assessment year should be used to guide future outcomes and methods in an effort to achieve desired results and improvements. Outcomes should be considered and adjusted in preparation for the next assessment year.

## Using the Watermark Platform for Administrative Assessment Reports

Log in with Single Sign-On (SSO) at <https://srinfo.sulross.edu/ie/administrative-assessment/>. Select the Planning & Self-Study option.

### Assessing a Plan

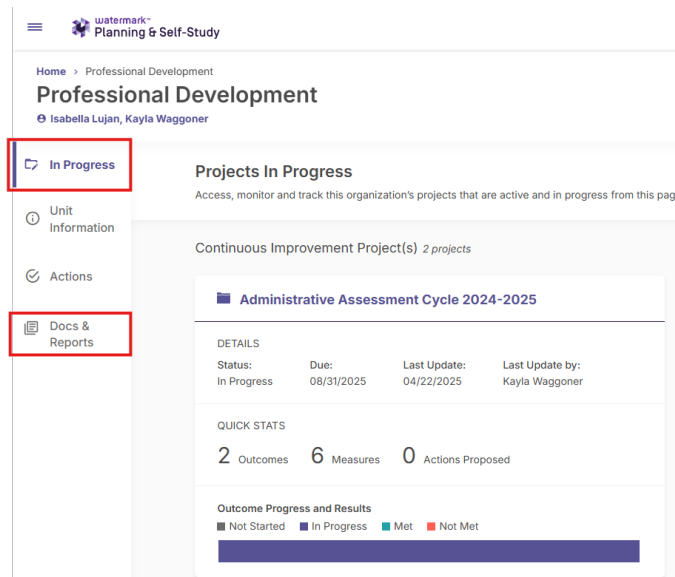
For every Department that a Coordinator is assigned to as a Lead, there will be a Department card listed on the user's home page.



*The Department Card as presented on the user's home page.*

The Department card presents two options for accessing the Plan.

1. On the Department card, there is a section titled "Projects in Progress". If the Plan is still open, it will be listed here, and the user can click on its name to enter it. (skip to the next page in this handbook)
2. Alternatively, the user can click **Enter Unit** to be brought into the Departments area. From here, there will also be an **In Progress** tab on the left, under which any open Plan can be selected.



*The Department area, with In Progress and Docs & Reports tabs highlighted.*

*\*Note - if the Plan has been closed, a report containing its data can be located in this area, under the **Docs & Reports** tab.*



## Entering Results, Findings, and Actions in an Assessment Plan

To begin, select the **Administrative Assessment Cycle 2024-2025**

The screenshot shows the dashboard for the 'Administrative Assessment Cycle 2024-2025'. At the top, the title is highlighted with a red box. Below it, the 'DETAILS' section shows the status as 'In Progress', due date as '08/31/2025', last update as '04/22/2025', and last update by 'Kayla Waggoner'. The 'QUICK STATS' section shows '2 Outcomes', '6 Measures', and '0 Actions Proposed'. The 'Outcome Progress and Results' section includes a legend for 'Not Started' (grey), 'In Progress' (blue), 'Met' (green), and 'Not Met' (red), followed by a blue progress bar.

For a new assessment cycle you will need to **Select Outcomes** that you are assessing (All should be selected unless otherwise discussed with Institutional Effectiveness).

The screenshot shows the 'Lobo Den Advising Outcomes' selection screen. It states 'No outcomes have been selected for this program.' and features a prominent blue 'SELECT OUTCOMES' button highlighted with a red box.

Select the Outcomes and select **Apply Selection**

The screenshot shows the 'Select Outcomes for Assessment' interface. At the top, the title 'Select Outcomes for Assessment' is on the left, and '0 Outcomes Selected' and an 'APPLY SELECTION' button (highlighted with a red box) are on the right. Below the title bar, there is a 'CREATE NEW OUTCOME' button. The main content area is titled 'Lobo Den Advising NonLearning Outcomes (3)' and lists three outcomes, each with a checkbox and a description. The first outcome, 'Advise Freshmen, TSI-Affected, and Undeclared Students', is highlighted with a red box. The second outcome is 'Retention Through Early Registration' and the third is 'Lobo Den Promotion'. Each outcome has a 'Read More' link. At the bottom, there is another 'CREATE NEW OUTCOME' button.

Drop down the Outcome you wish to add results to and click the **Add Results** button for the Measure.

The screenshot shows the 'Administrative Assessment Cycle 2024-2025' interface. At the top, there's a header with the cycle name, reporting year, plan admin, and due date. Below this, a tab for 'Professional Development' is selected. The main content area is titled 'Professional Development NonLearning Outcomes'. It contains a section for 'Faculty Development' with the subtitle 'Provide Educational Opportunities'. Under this, there are three outcome cards: 'SO 1c: Electronic Self-Paced Learning Tool', 'SO 1b: Group Webinar Meetings', and 'SO 1a: Face-to-Face Instruction'. Each card has an 'ADD RESULTS' button. A red box highlights the 'ADD RESULTS' button for 'SO 1c', and a red arrow points to it from the right. To the right of the 'Faculty Development' section is a 'New Measure' button. Below the 'Faculty Development' section is a 'Staff Development' section with a 'Not Started' status and a dropdown arrow.

This will present a page from which the Results format can be selected.


The screenshot shows the 'SO 1c: Electronic Self-Paced Learning Tool' results page. At the top, there's a header with the cycle name, outcome name, and a 'SAVE & CLOSE' button. Below this, a message states 'Fields marked with \* are required.' The main content area is divided into four sections: 'Definition' (Details of the measure activity), 'Results' (Evaluation of the measure activity), 'Findings' (Analysis of the results), and 'Measure Status'. The 'Results' section is active and shows two options: 'I want to upload the assessment results files' and 'Collect results from another system'. The 'Findings' section has a 'PAST FINDINGS' button. The 'Measure Status' section has a dropdown menu with 'Select Measure Status' as the current selection.

*Please note that you may not see all of the following options, based on the type of Outcome assessed and details associated with the Measure.*


Results

Evaluation of the measure activity

Select the results format that you would like to use for this measure.  
You will also be able to include a summary once results have been added.



I want to upload the assessment results files



Collect results from another system

*Please note that, while you cannot change the Results method without deleting the data that has already been collected, the Results that were entered for the chosen method can be edited at a later point. In other words, if the option to enter Counts is selected, the actual Counts themselves can be edited later on.*

#### Results Options Explained:

- **I want to upload the assessment results files:** This will allow the user to upload a data file as evidence. *(Optional)*

If selecting, **I want to upload the assessment results files**, **Files** tab, click the **Upload New File** button. This will produce the computer's file directory, from which a single or multiple files can be selected for upload.

Results

Evaluation of the measure activity

Change Collection Method

Upload results file

FILES

SUMMARY

UPLOAD NEW FILE

File Requirements

Accepted File Types: .pdf, .txt, .log, .xml, .doc, .docx, .xls, .xlsx, .ppt, .pptx, .gif, .jpg, .jpeg, .png, .csv

Maximum File Size: 100 MB

*After the file(s) is uploaded, it will appear with options to download or remove it.*

There is also the option of the **Summary** tab, where additional Narrative information relevant to the Results can be added. *(Required)*

## Results

Evaluation of the measure activity

[Change Collection Method](#)

### Upload results file

FILES

SUMMARY

#### Summary

B*i*U FONT FAMILY ▾ ¶ ▮ ▮ ▮ ▮ ▮ ▮ ▮ ▮ ▮ ▮ 🔗 ↶ ↷ ✎

Words : 0 Characters : 0/2000

- **Collect results from another system:** This option allows adding Results that were collected in Blackboard Ultra OR from additional Watermark products.
  - For information on adding Results from Course Evaluations & Surveys, please click [HERE](#).

Collect results from another system

Select how the results will be collected

Fields marked with \* are required.


Select whether you would like to collect results from another system yourself, or send a request to faculty to collect and submit results.\*

☒ I want to collect results myself

Select this option if you would like to bring in results from other Watermark products or a Learning Management System you have credentials to.

☐ I want to send a request to faculty

Select this option if you would like Faculty members to bring in results from a Learning Management System they have credentials to.

 To send a request to faculty, a course must be selected on the previous page.

*To send a request to faculty, a course must be selected on the previous page.*

Selecting, “I want to collect results myself” from “**Collect results from another system**”, and click **Next**. Selecting this option will allow you to bring in results from other Watermark products or Blackboard you have credentials to.

[Collect results from another system](#) > Select Source

**Align Results** ×

Unit: Professional Development Outcome: Faculty Development

---

Fields marked with \* are required.

Select where your results will be coming from. Next, you can select the specific type of results you need. You will be able to filter your results later.

**Source\***

Select an Option ^

Select an Option

Watermark Course Evaluations & General Surveys

## Analyzing Results with Findings

Once the Results have been documented, the next step is to enter the Findings.

**Findings**  
Analysis of the results

PAST FINDINGS

**Measure Status**

Select Measure Status

**Analysis**

B i U FONT FAMILY [color] [background color] [bulleted list] [numbered list] [indent] [outdent] [link] [unlink] [redo] [undo] [clear]

Words : 0 Characters : 0/2000

**Actions**

There are no actions for this measure

ADD NEW ACTION

The first option in this category is to document the Measure Status for this Measure. From the dropdown menu, a user can select whether the criteria for this Measure was Met or Not Met, based on the Results.

After selecting the Measure Status, there is the option to enter a narrative Analysis, as shown in the screenshot above.

To view **Past Findings**, there would have to be previous years built out in Watermark. As of April 2025, Institutional Effectiveness has worked with Coordinators to change their Outcomes and Measures; therefore, no previous data will be accessible to compare.

## Adding Actions

Once Results and Findings have been documented, you have the opportunity to create Actions, thereby closing the loop on assessment planning. Selecting **Add Actions** under the Measure title will begin the process.

Findings

Analysis of the results

PAST FINDINGS

Measure Status

Select Measure Status

Analysis

B

i

U

FONT FAMILY

Words : 0   Characters : 0/2000

Actions

There are no actions for this measure

ADD NEW ACTION

This will open the Actions panel on the right-hand side of the page, in which the user would select the type of Action they would like to document:

### Add New Action

Select the type of action you recommend.

- ☐ Restructure Outcome Statement
- ☐ Revise Measurement / Assessment
- ☐ Gather Additional Data
- ☐ Revise Benchmark / Target
- ☐ Implement New Program Or Services
- ☐ Community Partnership
- ☐ Modify Position / Personnel
- ☐ Modify Policies / Procedures
- ☐ Adopt Or Expand Technologies
- ☐ Additional Training
- ☐ Collaborate With Another Department / Unit / Program
- ☐ Modify Physical Environment
- ☐ Maintain Assessment Strategy
- ☐ Other ▼

Once the Type is selected, the Action Status, Description, and optional Due Date can be entered.

Add New Action

Action Type

Adopt or Expand Technologies

Change Action Type

Status

Not Started

Action Description\*

Describe your recommended Action

Recommended Due Date

mm/dd/yyyy

Once the Action is created, it will appear below the Findings entry area. Actions can be edited or deleted at any time by selecting either the Edit or Delete options to the right of the Action Name.

Actions

Hide completed actions

Sort By

Most Recent

Adopt or Expand Technologies

Edit

Delete

Status

In Progress

Plan

Administrative Assessment Cycle 2024-2025

Description

Obtain Academic Impressions

Recommended Due Date

05/31/2025

Add New Update

Once the Results, Findings, and Actions are added, select **Save & Close** in the top-right.

SAVE & CLOSE

16



## Analyze Outcomes

After all Outcome's Measures have been created, and their Results, Findings, and Actions have been documented, an overall Analysis of the Outcome itself may be desired.

The screenshot shows a web interface for 'Faculty Development' with the subtitle 'Provide Educational Opportunities'. It contains four outcome measure cards arranged in a 2x2 grid. Each card has a title, a status, and an 'ADD RESULTS' button. The first card, 'SO 1c: Electronic Self-Paced Learning Tool', shows a 'MET' status. The second, 'SO 1b: Group Webinar Meetings', shows 'No results added.'. The third, 'SO 1a: Face-to-Face Instruction', also shows 'No results added.'. The fourth card is a 'New Measure' button. At the bottom of the grid is a large blue button labeled 'ANALYZE OUTCOME', which is highlighted with a red rectangular border.

This will present an Outcome Analysis text entry area, as well as an Outcome Status drop-down.

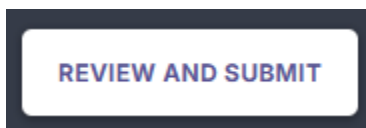
The Outcome Analysis area allows for relevant Narrative to be added, while the Outcome Status drop-down is where users would select whether the institution met or did not meet the criteria called for by the Outcome.

Lastly, there will also be the opportunity to document any Actions that are not specifically tied to a Measure.

The screenshot shows a form titled 'Outcome Analysis'. It features a rich text editor with a toolbar containing icons for bold, italic, underline, font family, text color, background color, bulleted list, numbered list, link, unlink, and undo. Below the editor is a word and character count: 'Words : 0 Characters : 0/2000'. Underneath the editor is an 'Outcome Status' section with a dropdown menu currently showing 'Select Status'. At the bottom is a 'General Outcome Actions' section with a button labeled '⊕ ADD NEW ACTION'.

## Reviewing and Submitting

After all Outcomes are updated click **Review and Submit** in the top-right.



Review your assessment report for this Program. You can continue to edit in the outcomes workspace by clicking **Edit**. Once satisfied with all reported, click **Submit**. Once submitted, you will still be able to edit this report until it is permanently closed by Institutional Effectiveness. Submitting will allow you to comment to reviewers and tag administrators.

MEASURES	RESULTS	ACTIONS
<b>SO 1c: Electronic Self-Paced Learning Tool</b>  Electronic Self-Paced Learning Tool sponsored by the University with individual login credentials for each faculty.  Direct - Counts  Target  Target 80% of faculty employees.	No results have been added.	No actions have been added.

**For any questions you may have, please contact the Office of Institutional Effectiveness at [ie@sulross.edu](mailto:ie@sulross.edu) or 432-837-8224.**

**For more Watermark Resources, visit:**

[Creating an Assessment Plan](#)

[Accessing the Assessment Plan](#)

[Selecting Outcomes to Include in a Plan](#)

[Adding Measures to an Outcome](#)

[Measures - Editing, Revising, Removing, Deleting](#)

[How to Enter Results, Findings, and Actions in an Assessment Plan](#)

## Support

[ie@sulross.edu](mailto:ie@sulross.edu)

### Use and Navigation of the Watermark Platform

**Isabella Lujan**, Coordinator for Institutional Effectiveness

[Isabella.lujan@sulross.edu](mailto:Isabella.lujan@sulross.edu)

432-837-8224

### Assessment Strategies, Report Writing, and Training

**April Aultman Becker**, Assistant VP for Institutional Effectiveness

[April.becker@sulross.edu](mailto:April.becker@sulross.edu)

432-837-8121

## Works Cited

Marymount University. (2007). *Administrative Assessment: A Guide to Planning, Implementing, and Reporting Division-Wide Evaluation and Assessment*.

<https://www.ega.edu/about/sacscoc/files/marymount-u-administrative-assessment-handbook.pdf>

Midwestern State University. *Assessment Handbook*

<https://msutexas.edu/institutional-effectiveness/assets/assessment-resources/assessment-handbook.pdf>

Tarleton State University. (2021). *Administrative Assessment Handbook*.

<https://www.tarleton.edu/iaea/wp-content/uploads/sites/96/2022/05/handbook.pdf>

The University of North Carolina - Greensboro. (2013). *Administrative Assessment Handbook 2013-2014 Academic Year*.

[http://assessment.uncg.edu/administrative/docs/UNCG\\_Administrative\\_Assessment\\_Handbook.pdf](http://assessment.uncg.edu/administrative/docs/UNCG_Administrative_Assessment_Handbook.pdf)

University of Texas at San Antonio. (2018). *Administrative Assessment Handbook*.

[https://provost.utsa.edu/cia/docs/assessment/UTSA\\_AdministrativeHandbook.pdf](https://provost.utsa.edu/cia/docs/assessment/UTSA_AdministrativeHandbook.pdf)