Guiding Principles for Assessment of Institutional Effectiveness at FDU

Assessment of institutional effectiveness at FDU derives its purpose from the University/Campus mission and goals. It should encompass all areas and levels of the institution and should be a collaborative participatory process in every department involving the entire staff. The responsibility for the development and implementation of assessment plan should rest with individual departments. The plan should be realistic with achievable goals and measurable outcomes.

Structure and Timeline for Assessment

The plan for assessment of institutional effectiveness serves as the primary means to evaluate institutional processes used to achieve University/Campus goals. It seeks to affirm, improve, refine and renew the work of the stakeholders with openness and transparency. It conceptualizes the assessment processes as taking place at two levels: University/Campus level and the unit level, each complementing the other. It is a multi-step, multi-year process involving setting goals, implementing, evaluating, demonstrating effectiveness and improving programs and services (Figure 1.) It is data oriented and expects that the information gathered from assessment processes will be used for making decision about policies and programs.

Figure 1
Assessment Process Flow
Table 1: Steps for Administrative/Academic and Educational Support Units

1. Develop Area/Unit Mission Statement/Goals

   1.1. Use University/Campus mission statement to develop a mission statement for the unit.
   1.2. Develop goals using unit mission statement as the guide.
   1.3. If there are external standards of certification or accreditation use them to develop goals.
   1.4. Determine the order in which each goal will be implemented and assessed.

2. Develop Objectives (planned activities)

   2.1. List and prioritize possible activities for each goal.
   2.2. Identify expected outcomes from each activity. Outcomes should be explicit and measureable.
   2.3. Establish criteria for success or benchmarks for each outcome.

3. Identify Assessment Methods/Tools

   3.1. Use local expertise to develop surveys internally. Otherwise, use published instruments.
   3.2. If necessary, use both quantitative and qualitative (interviews, focus groups) measures.
   3.3. When necessary, get the approval of IRB.

4. Establish an Assessment Timeline

   4.1. Develop a realistic and flexible implementation schedule.
   4.2. To avoid straining of resources, implement the plan in phases, over a multi-year period.

5. Collection and Analysis of Data

   5.1. Collect and analyze data.
   5.2. Identify key findings.
   5.3. Discuss findings among staff members.

6. Feedback Loop

   6.1. Decide how to use the findings to improve processes.
   6.2. Disseminate assessment results to important stakeholders.
   6.3. Develop future assessment activities.

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