

# Planning for Institutional Effectiveness

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**Institutional Effectiveness**

Carroll College  
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# Overview

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- IE Office
- What is Institutional Effectiveness?
- IEA Cycle
- Title III
- Planning
- Definitions
- Implementation
- Assessment
- Improvement
- Institutional Effectiveness going forward

# Institutional Effectiveness

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- What is it?
- Why does it matter?
- Why do I need to be concerned?
  
- It's NOT just about accreditation!
- It's about continuous improvement!
- It's about you!

# Institutional Effectiveness is...

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## □ Institutional Effectiveness is about

### ■ **The Big Picture**

- Institutional Effectiveness is the extent to which the college is meeting its mission and achieving its goals as demonstrated by a comprehensive, collaborative, institution-wide, regular, integrated cycle of planning, implementation, assessment, and improvement.

## □ Institutional Effectiveness supports

- Our students
- Our mission
- Our strategic plan
- Our program plans
- Reaffirmation and accreditation

# Institutional Effectiveness answers...

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- It answers the questions:
  - Are our students learning what we intended for them to learn
  - Can they apply what they learned in the real world
  - Are we serving our students well
  - How can we improve, innovate and create
  - What is the real value of an education obtained from this institution

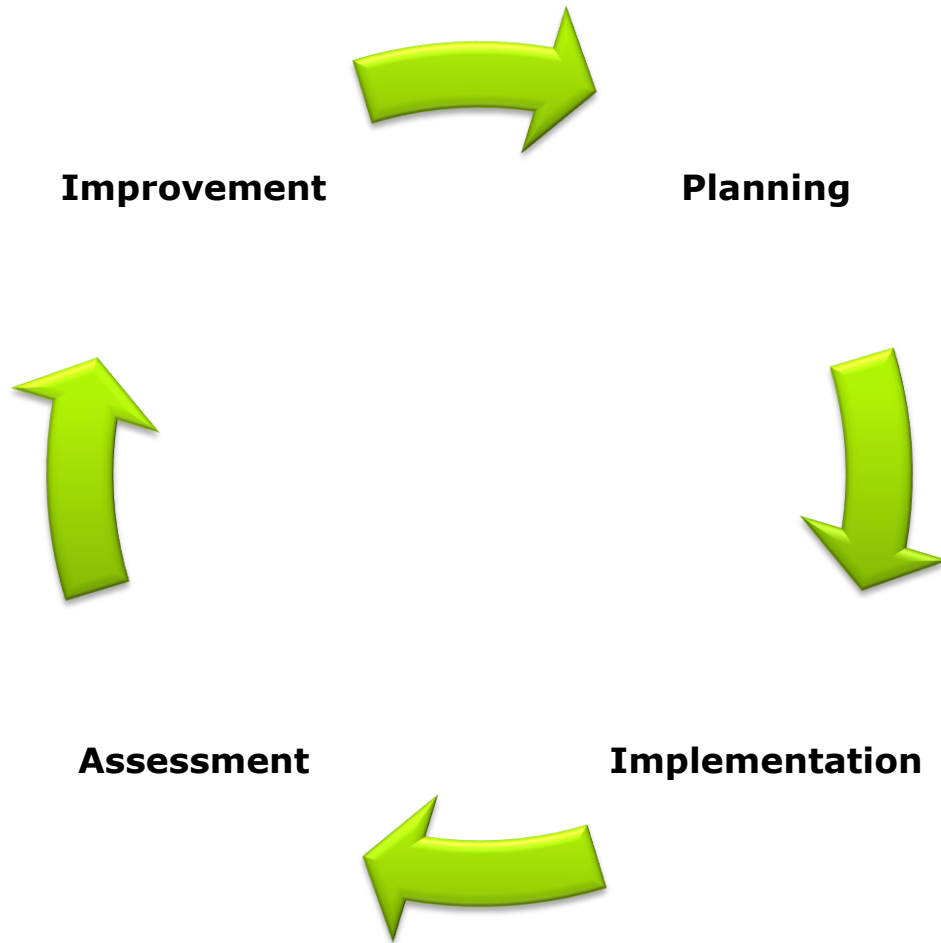
# Institutional Effectiveness and YOU

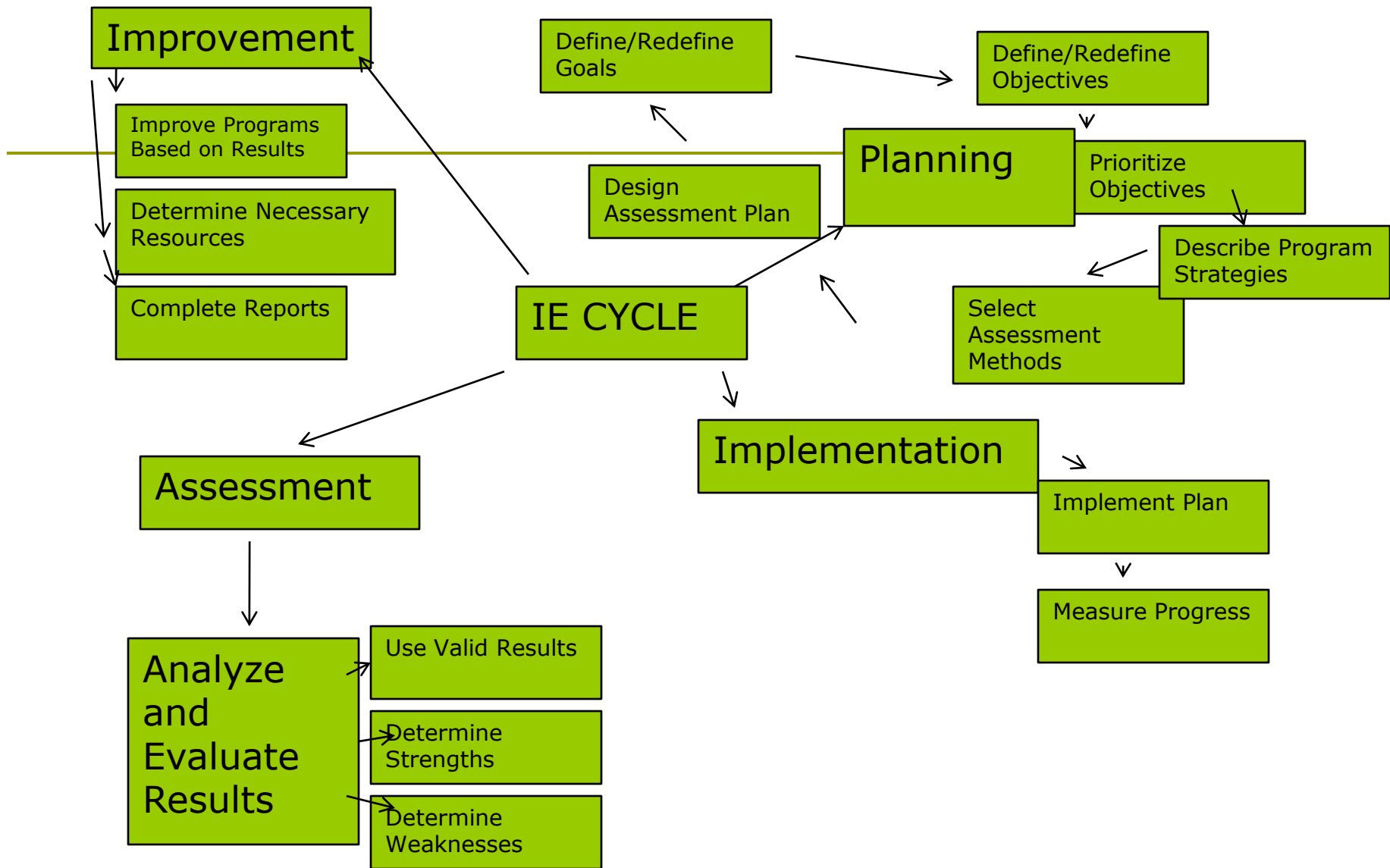
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- We are already doing many good things
- We need to work together to evaluate these good things (and the not so good things) in order to:
- Establish desired outcomes, which in turn
  - Support our strategic plan
  - Create a continuous cycle of evaluation and improvement
  - Increase and enhance the quality of our programs and services

# IEA Cycle

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# Title III

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- Enabling Assessment and Planning for Student Success
  - Move to a proactive culture addressing: accessibility of data; systematic assessment; student retention/persistence; and professional development related to assessment.

# Planning

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- Items to consider:
  - Enrollment – projections, lab space, class space (Optimal Enrollment Plan)
  - Retirements
  - Efficient and effective curriculum
  - New majors
  - Workload issues
  - Institutional priorities for budget cycle

# Planning Specifics...

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- Program Goals
- Program Objectives
- Program Strategies
- Select Assessment Method
- Design Assessment Plan

# Definitions

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- ❑ **GOALS:** the general aims or purposes of the program and its curriculum.
- ❑ **OBJECTIVES:** the knowledge, skills, abilities, capacities, attitudes or dispositions you expect students to acquire in your program. Intended results!
- ❑ **LEARNING OUTCOMES:** are specific, observable behaviors evidenced by students who have achieved your educational objectives.

# More definitions...

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- ❑ **Assessment** (formative) is used to describe processes used to examine the student learning that results from academic programs.
- ❑ **Evaluation** (summative) is a broader concept as it deals with all aspects of a program including resources, staffing, organization, operations, and efficiency.
- ❑ ***Assessment is for the student and the teacher in the act of learning while evaluation is usually for others.***

<b><u>Dimension of Difference</u></b>	<b><i>Assessment</i></b>	<b><i>Evaluation</i></b>
<u>Timing</u>	Formative	Summative
<u>Focus of Measurement</u>	Process-Oriented	Product-Oriented
<u>Relationship Between Administrator and Recipient</u>	Reflective	Prescriptive
<u>Findings, Uses Thereof</u>	Diagnostic	Judgmental
<u>Ongoing Modifiability of Criteria, Measures Thereof</u>	Flexible	Fixed
<u>Standards of Measurement</u>	Absolute	Comparative
<u>Relation Between Objects of A/E</u>	Cooperative	Competitive

# Implementation

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- Program Review
- Assessment Report
- Self Study

# Assessment

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- Course assessment
  - Assessment of how well a course is meeting student learning outcomes
- Program assessment
  - Assessment of how well an academic program is meeting student learning outcomes
  - Assessment of how well an educational support program is meeting its objectives
- Institutional assessment
  - Assessment of campus-wide issues or programs

# Select a Model

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- Model—Barbara Walvoord
- Necessary to implement a consistent process across the institution
  - Eliminates ambiguity
  - Makes planning easier
  - Makes training easier
  - Standardizes the documentation
  - Easier for “evaluators” to examine the documentation

# Cycle

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- Mission
- Goals/Objectives
- Outcomes
- Measures
- Findings
- Action Plan
- Analysis
- Annual Reporting

# According to Our Accrediting Agency, We Need to Have in Place:

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- An ongoing, integrated, and institution-wide research-based planning and evaluation processes which includes:
  - a systematic review of institutional mission, goals, and outcomes
  - results in continuing improvement in institutional quality
  - demonstrates that the institution is effectively accomplishing its mission

# Institutional Effectiveness and Your Program

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- ❑ No program operates in a vacuum
- ❑ Your program's goals, objectives, & outcomes must reflect and respond to other program's goals, objectives, & outcomes
- ❑ Successful outcomes require an integrated approach

# According to Our Accrediting Agency, We Need to Have in Place:

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- A list of **expected outcomes**, the assessment of those outcomes and evidence of improvement based on analysis of those outcome results in each of the following areas:
  - educational programs
  - administrative support services
  - educational support services

# Improvement

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- ❑ New and Improved Programs
- ❑ Improved budget process and better allocation of resources
- ❑ Improved teaching
- ❑ Increased grant funding
- ❑ Improved retention and graduation rates
- ❑ Sustainability

# Institutional Effectiveness Going Forward

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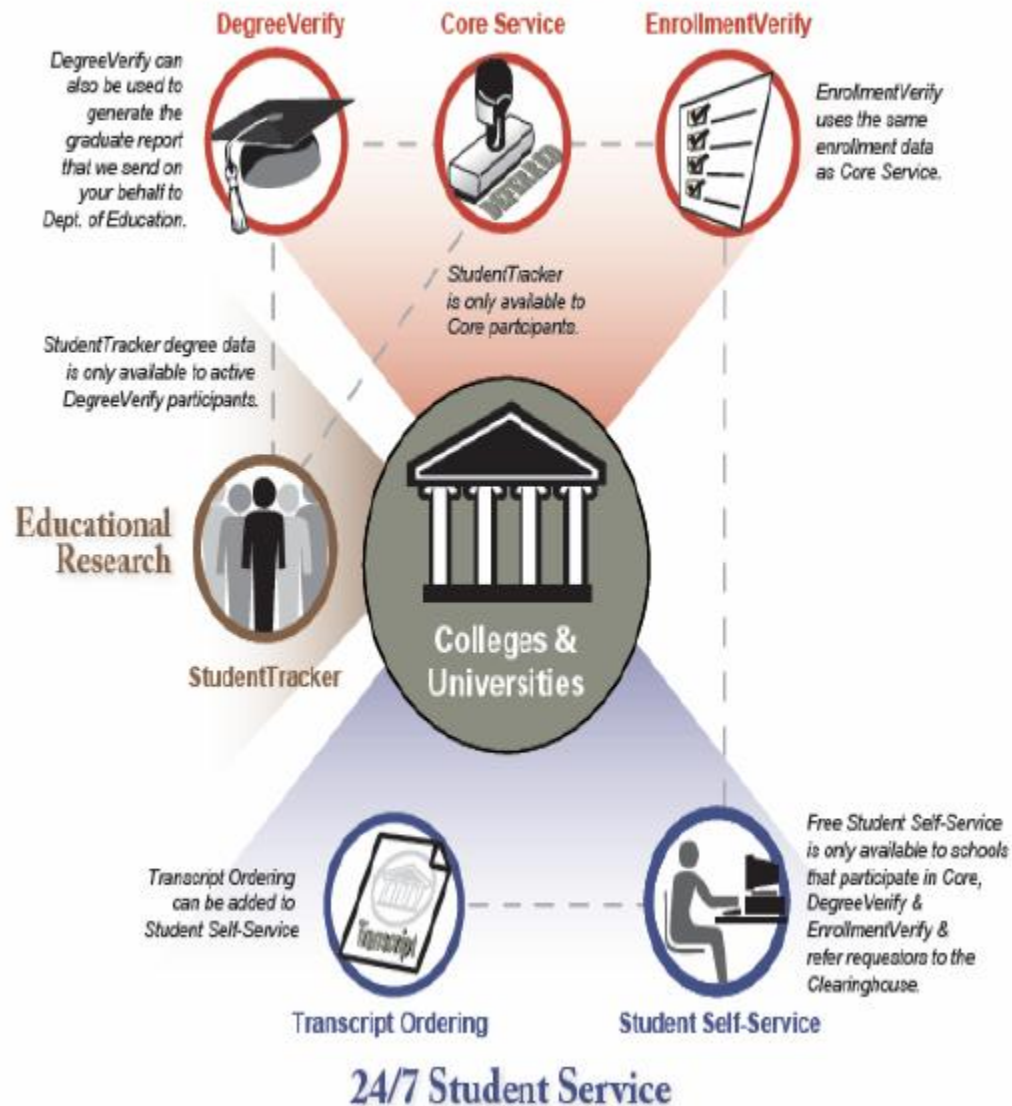
- ❑ Establish college-wide learning goals
- ❑ Program Review
- ❑ Incorporate TracDat into our ongoing assessment processes
- ❑ Develop and implement an administrative unit review process

DATA



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1. What are your key decision areas/research questions?
  2. What kinds of decisions do you make?
  3. What information do you need to make good decisions?
  4. What data do you need to create good information?
  5. What is the best way to obtain that data?

# Comprehensive Academic Reporting & Verification



# Benefits of StudentTracker

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- ✓ Tracks college attendance & graduation nationwide
- ✓ Covers over 91% of all US college students
- ✓ Includes all types of institutions: 2-/4-year, graduate, public/private, trade, vocational, etc.
- ✓ Complies with FERPA

# Data Exchange with Clearinghouse

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## **User provides data on:**

Student's SSN, name, birthday

Search date, school code

Requester return field

## **StudentTracker returns information on:**

Students' name

Requester return field, record found indicator, search date

College's code (OPE ID), name, state, type

Graduation, major and degree title (DegreeVerify participants only)

Enrollment begin and end date, enrollment status, and college sequence

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*“If you can’t define it, you can’t measure it; if you don’t measure it, you won’t improve it.”*