

Strategic Planning Checklist

EVALUATION OF INSTITUTIONAL EFFECTIVENESS REPORTS

GENERAL

1. Does the institutional effectiveness report clearly assess objectives in the most recent strategic plan? Yes____ No____
2. Are time lines established to accomplish objectives identified in the strategic plan? Yes____ No____
3. Is the person(s) or office identified to accomplish the objective? Yes____ No____
4. Can the institutional effectiveness report be easily compared with those in other units of the division? Yes____ No____
5. Can it be compared to cross-divisional reports to establish benchmarks? Yes____ No____
6. Is there explicit comment made on the future uses to be made with assessment evaluation? Yes____ No____
7. Does the institutional effectiveness report follow Southern Association guidelines concerning topics and content? Yes____ No____
8. Does the institutional effectiveness report indicate ways in which the strategic plan will be modified based upon the assessment evaluation? Yes____ No____
9. Do prior year institutional effectiveness reports connect easily to current reports? Yes____ No____

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DIVISIONAL GUIDELINES

- 1) Do divisional and departmental missions and objectives comport with:
 - a) the university's mission and goals? Yes____ No____
 - b) the university strategic plan? Yes____ No____
 - c) the state-mandated performance measures? Yes____ No____
- 2) Are stated goals truly assessable in some way that can be understood by others? Yes____ No____
- 3) Are assessment methods the best that can be used to assess goals? If no, why not? Yes____ No____
- 4) What use is to be put to the previous period's assessment of activities and outcomes?
- 5) How will the area's strategic plan be modified as a result of the assessment process?
- 6) Which departments need help and which one(s) can be used for an internal benchmark?

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Questions to Ask:

A.

1. How does the institution define institutional effectiveness?
2. How does it measure institutional effectiveness?
3. How does the institution's definition and measurement compare to peer institutions?
4. If there are differences, what conditions exist that account for the differences?
5. Is the explanation reasonable and appropriate?

B.

1. By its own measure, is the institution effective?
2. What is the institution doing to enhance its effectiveness?
3. Does the strategic plan contain goals and objectives targeted to improve institutional effectiveness?
4. How are departments and programs involved in planning for institutional effectiveness and in implementing strategies for enhancing institutional effectiveness?
5. How are the goals and objectives for improving institutional effectiveness communicated to faculty and staff?

C.

1. What were the findings from the most recent accreditation review?
2. What areas were identified as being weak?
3. What strengths were identified by the review?
4. How has the institution responded to the report?
5. What processes are in place to ensure that corrective actions are taken?
6. What policies or procedures have been modified to ensure that corrective actions are not reversed in the future?

D.

1. How does the institution ensure that the data being reported to the THECB and LBB is being reported accurately and according to instructions?
2. How does the institution use the data it gathers for the THECB and the LBB to improve its operations and effectiveness?

E.

1. What is the institution's graduation rate for 4 years? For 6 years?
2. What percentage of students was retained from the freshman to the sophomore year?
3. What is the performance of students on licensing examinations, Graduate Records Examinations (GRE) and other standardized examinations?

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F.

1. How is the institution addressing positive and negative trends?
2. What are individual departments doing to correct identified weaknesses within its programs?

G.

1. Does the institution conduct graduate follow-up surveys?
2. Does the institution request evaluation of graduates from graduate and professional school programs?
3. Is an annual report given to the board on the follow-up surveys including recommendations for correcting or improving areas of weakness?
4. What is the response rate for such surveys?
5. What attempts are being made to improve the response rate to follow-up surveys?

H.

1. What mechanisms other than graduate surveys are used to track student success after graduation?
2. What percentage of the student population is captured by these alternative tracking mechanisms?
3. How could tracking be improved?
4. How could the percent tracked be increased?