SACSCOC™

CS 2 Institutional Effectiveness: An Overview
Annual Meeting 2015

Presented By

Michael T. Hoefer, Ph.D.

Objectives

- Examine basic expectations about select Institutional Effectiveness standards in the *Principles of Accreditation: Foundations for Quality Enhancement*
- CR 2.5 (Institutional Effectiveness)
- CS 3.3.1 (Institutional Effectiveness)
- CS 3.5.1 (General Education Competencies)
- FR 4.1 (Student Achievement)

What is Institutional Effectiveness?

- It is the "systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution…."
- "A commitment to continuous improvement is at the heart of an ongoing planning and evaluation process. It is a continuous, cyclical process that is participative, flexible, relevant, and responsive."

Resource Manual, SACSCOC (Revised 2012)

Institutional Effectiveness

- **The degree of accomplishment of the institution's stated purpose as reflected in its mission or purpose statement.**

Answer:

- Yes we are doing well Accomplishing our Mission

Thank You for Attending this Presentation

- Any Questions???

Institutional Effectiveness

Worthy of emphasis is the fundamental assumption that systematic self-examination of institutional effectiveness will enhance the quality of decision-making in the institution, eventually improving the quality of teaching, scholarship, public service, and the overall educational experience of students.
(Resource Manual on Institutional Effectiveness, 1987)

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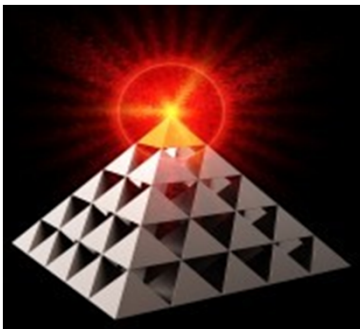## Institutional Effectiveness

Institutional Effectiveness

The pyramidal model
- Institutional Level (CR 2.5)
- Unit Level (CS 3.3.1)
- Ongoing
- Integrated
- Institution Wide
- Research Based
- Systematic

Core Requirement 2.5
(Institutional Effectiveness)

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that
(1) incorporate a systematic review of institutional mission, goals, and outcomes;
(2) result in continuing improvement in institutional quality; and
(3) demonstrate the institution is effectively accomplishing its mission.

Institutional Effectiveness

- **At the institutional level**, IE relates to:
  - Institutional Mission,
  - Strategic /Long Range Plan

- Sets the direction for the institution as a whole
- Provides a framework for planning at the "unit" level
- Identifies priorities for the institution
- Is informed by research
- Is reviewed and modified as appropriate on a systematic basis

Institutional Effectiveness

At the Unit level- IE relates to:
- Program – to include student learning outcomes
- Department

- Has outcomes designed to fulfill the mission/purpose of the program/department
- Ensures alignment between unit/program goals/outcomes and the mission/strategic goals of the institution
- Is informed by research
- Is reviewed and modified as appropriate on a systematic basis

Comprehensive Standard 3.3.1.

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 academic and student support services
- 3.3.1.4 research within its mission, if appropriate
- 3.3.1.5 community/public service within its mission, if appropriate

3.5.1

- The institution identifies college level general education competencies and the extent to which students have attained them. (General education competencies)

4.1

- The institution evaluates success with respect to student achievement consistent with its mission. Criteria may included: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

Strategic, Operational, and Institutional Effectiveness Planning and Assessment

Strategic Planning
- Institutional Vision

Mission and Goals

IE Planning & Assessment

The ENDS
- Educational Programs
- Administrative Support
- Educational Support

Operational Planning

The Means
- Budget
- Facilities
- Human Resources

CORE REQUIREMENT 2.5

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Institutional Effectiveness

Ongoing

Institutional Effectiveness

Ongoing -
- Has consecutive cycles of the complete IE system
- There is no gap between the implementation of cycles
- There is a clearly identifiable system, the elements of which are implemented in sequence within a defined timeframe
- Each succeeding cycle flows seamlessly from the preceding cycle carrying with it elements of the previous cycle
- Recent Evidence
- Written in present and past tense

Institutional Effectiveness

Integrated

Institutional Effectiveness

Integrated
- Planning is not done in isolation
- There is interaction among/between units, especially in the planning process
- There is interaction among/between units in evaluation where applicable
- Program/unit priorities (goals) are clearly connected to the institutional goals
- The budget for the institution and units reflects the priorities of the institution

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Institutional Effectiveness

Institution Wide

- Strategic Planning or it equivalent
- Institution-level assessment
- Pervasive/broad-based involvement
- Each unit/program has outcomes/goals that relate to the institution's mission

Institutional Effectiveness

Research Based

Institutional Effectiveness

Research Based

- Data-driven Decisions
  - Improvements can be traced back to data and its evaluation
- Actual research products involved, with real results to present
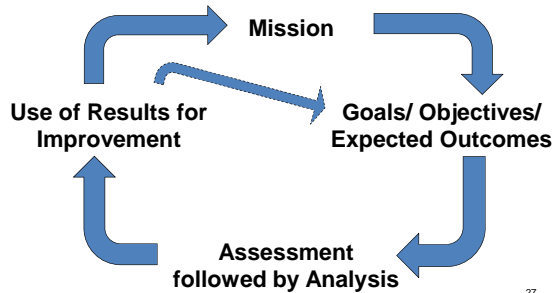 - Surveys, consultant reports, internal assessment data, SWAT analysis, audit reports

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Systematic Review Process

Mission

Use of Results for Improvement

Goals/ Objectives/ Expected Outcomes

Assessment followed by Analysis

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Systematic

- Process itself presented and described
- Process clearly followed
- Not a collection of ad hoc activities

You can't fatten a pig by weighing it.

Continuous Improvement

Actual evidence of improvements (institutional, not just unit)

- Evidence of linkage to assessment and planning

- Goals related to the projected improvement are established, assessed and analyzed by the end of the next IE cycle

- The extent to which improvement has occurred are examined and

- The cycle restarts or is completed depending on the nature of the improvement required

Institutional Effectiveness

Institutional Effectiveness

Mission Accomplishment -
- Examine the extent to which the institution is achieving its strategic goals/priorities
- Institutional Mission is operationalized through the Strategic/Long Range Plan
- The extent to which the institution is achieving its mission is measured through the extent to which the institution is achieving its strategic priorities as set forth in its strategic goals
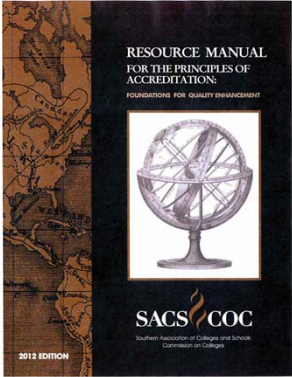
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- 3.3.1.3 academic and student support services
- 3.3.1.4 research within its mission, if appropriate
- 3.3.1.5 community/public service within its mission, if appropriate

CS 3.3.1.1

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in:

- Educational Programs (certificates, diplomas, degrees)
- To include student learning outcomes

3.3.1.1 Student Learning Outcomes

What do you expect students to know when they complete each academic program – including general education?

- Identify student learning outcomes for each program regardless of instructional modality or location
- Student learning outcomes should focus on knowledge, skills, values and attitudes
- Student learning outcomes should be specific and measureable

Examples of
Student Learning Outcomes

- Students will <u>demonstrate</u> computer competence by using a computer to <u>generate</u> and <u>edit</u> a <u>document</u>, <u>search</u> for information in an electronic database, <u>communicate</u> via email, <u>analyze</u> data, and <u>present</u> information to an audience.
- Students will <u>complete</u> an independent research project in which they <u>design</u>, <u>conduct</u>, and <u>communicate</u> the findings of a study to address a specific psychological hypothesis or research question using appropriate research methods.

Questions to Ask About Outcomes You Have Written

- Are the outcomes stated such that they are clear and can be measured?
- Would you be satisfied if students who complete the program can demonstrate achievement of the outcomes you have listed?

Issues Related to Satisfying CS 3.3.1.1

Responding to each element of the standard:
- identify expected outcomes (to include student learning outcomes at the program level)
- assessing the extent to which it achieves these outcomes
- providing evidence of the use of results to improvement based on analysis of results

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Issues Related to Satisfying CS 3.3.1.1

Sampling:
- Not a representation of the institution's mission
- Not a valid cross-section of programs from every school or division
- Not making a compelling case as to why the sampling and assessment findings are an appropriate representation of the institution's educational programs
- Not adequately and appropriately describing the sampling technique used to ensure a valid sample

Indicators of Good Practice: Educational Programs

- Programs have a clear purpose statement linked to the institutional mission
- All programs leading to diplomas, certificates, and/or degrees have clearly defined student learning outcomes that are published and measureable
- Expectations for graduate programs are progressively more complex than undergraduate student learning outcomes in the same degree program

Indicators of Good Practice: Educational Programs

- Departments evaluate the effectiveness of their educational programs and services
- Departments obtain data to assess the students' achievement of the learning outcomes.
- Direct assessment of student learning through evaluation of student work is a prominent feature in departmental assessment processes

Indicators of Good Practice: Educational Programs

- Assessments tools are directly related to the outcomes being evaluated
- Departments document that assessment results are used to change or sustain the excellence of program activities and further student gains in professional and attitudinal skills and experiences

Issues Related to Satisfying…

CS 3.3.1.2 – The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in **administrative support services**

CS 3.3.1.3 – The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in **academic and student support services**

Issues Related to Satisfying…

CS 3.3.1.4 – The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in **research within its educational mission, if appropriate**

CS 3.3.1.5 – The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in **community/public service within its mission, if appropriate**

Examples of Expected Outcomes for Administrative Support Services
(CS 3.3.1.2)

Office of Institutional Research
- Publish the 2014 -2015 Fact Book
- Provide workshops in operational planning for administrative units

Business Office
- Review and modify policies and procedures for efficiency and adherence to internal controls
- Complete all internal audit processes by June, 30th

Examples of Expected Outcomes for Administrative Support Services (CS 3.3.1.2)

President's Office
- Develop and implement a comprehensive master plan through streamlined operations that focus on efficiency and strong customer service
- Increase fundraising by 25% in 2014 – 2015

Provost's Office
- Increase the number and type of articulation agreements with appropriate institutions to broaden students learning experiences
- Develop professional development sharing forums for faculty

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Examples of Expected Outcomes for Educational Support Services (CS 3.3.1.3)

Library
- Students on academic probation who use the library resources academic assistance program will improve their academic status

Office of Academic Assistance
- Develop a study skills course to assist students who self identify or are identified by faculty to need this service to improve their academic achievement

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Examples of Expected Outcomes for Research within its Educational Mission (CS 3.3.1.4)

- Promote the scholarship of discovery by encouraging collaborative research and publication between basic science and clinical faculty
- Increase the number of faculty involved in sponsored research
- Increase the number of students who present scholarly research at approved conferences

Examples of Expected Outcomes for
Community/Public Services
(CS 3.3.1.5)

- Increase the level of community satisfaction with the services provided through the Center for Community Advancement
- Promote leadership and service through faculty and student participation in community and professional activities

Indicators of Good Practice

- Units/programs have a clear purpose statement linked to the institutional mission
- Units/programs have clearly defined expected outcomes that are published and measureable
- Expected outcomes are representative of the institution's mission
- Assessment of student learning is done **if** they are included in programs/services offered in a unit/ program
- In large institutions, information provided represents a valid cross-section of units/ programs from every division

Indicators of Good Practice

- Units/programs engage in a systematic planning and assessment process to obtain data that describes the extent to which they are achieving their expected outcomes
- Assessments tools are directly related to the outcomes being evaluated
- Units/programs provide documented evidence that assessment results are used for improvement based on analysis of the results

CS 3.3.1.2

- Administrative Support Services
- Examples of "units" often included under 3.3.1.2
    President's Office
    Office of Vice President (or Provost)
    Admissions/Registrar's Office
    Business & Finance Office
    Financial Aid Office
    Maintenance/Building/Grounds

CS 3.3.1.3

- Academic & Student Support Services
    – Library/Learning Resources Center
    – Student Services
    – Information Technology
    – Academic Support Services (learning centers, tutors, etc.)
    – Support for Distance Learning (whether off-campus sites or online courses/programs)

CS 3.3.1.4

Research within the institution's mission, if appropriate

For example: Part of a university's mission reads as follows: "a commitment to excellence in research, scholarship, and creative endeavors that are focused on organized programs to create, maintain, and apply new knowledge and theories; that promote instructional quality and effectiveness; and that enhance institutionally relevant faculty qualifications"

CS 3.3.1.5

Community/public service within an institution's mission, if appropriate

For example: "Quality community partnerships that serve as the foundation for the development of relevant workforce, cultural and civic programs to foster community service and create a pervasive understanding throughout the community of the essential importance of education"

Distance Learning Programs and Other Initiatives

- It is very important that these be included in planning and identification of outcomes as well.
- If distance education is offered, it should be addressed in all standards that relate to the academic program and the provision of resources and services
- Where should evidence be placed regarding outcomes for these "other" initiatives?

Additional standards in which institutional effectiveness is expected to be used - CS 3.5.1 and FR 4.1

Comprehensive Standard 3.5.1

The institution identifies college-level general education competencies and the extent to which students have attained them.

CS 3.5.1

- Refer to Core Requirement 2.7.3 for requirements concerning general education.
- General education requirements should be based on a "coherent rationale." This would, presumably, "drive" the identification of competencies.

CS 3.5.1

- Competencies should be published and all references to the competencies should be consistent.
- Competencies should be measurable.
- Assessment measures should be used which allows the institution to identify the extent to which graduates achieve them.

How to Measure Achievement of Competencies (CS 3.5.1)

- 1. Relate general education course outcomes to the competencies.
- 2. Provide "end" measures. That is, as the student advances in their program, such assessments as exit tests, essays, portfolios, capstone courses may include assessment of general education competencies.

Federal Requirement 4.1

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. (Student achievement)

FR 4.1

- Note that this requirement (mandated by the federal government) is quantitative. While information concerning "how many" students do this or that is certainly desirable to have and use, it does not usually tell us about the quality of the experience.

FR 4.1

- It is possible for state licensing examinations to be linked back to student learning outcomes (a qualitative matter) as assessment instruments.
- It is possible to use employer satisfaction ratings (a qualitative matter) as an assessment instrument.

Questions???