Institutional Planning and Effectiveness-7.1, 7.3

Annual Meeting 2019

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Planning and Assessment

At the heart of SACSCOC's philosophy of accreditation, the concept of quality enhancement presumes each member institution is to be engaged in ongoing improvement of its programs and services and be able to demonstrate how well it fulfills its stated mission.

Planning and Assessment

Although evaluation of an institution's educational quality and effectiveness in achieving its mission is a difficult task requiring careful analysis and professional judgment, an institution is expected to document the quality and effectiveness of all its programs and services. Top Ten

Objectives

Review the Planning and Assessment Process as it relates to Institutional Effectiveness Processes and in relationship to *The Principles of Accreditation.*

CR 7.1 (Institutional Planning)

CS 7.3 (Administrative effectiveness)

CS 7.2 (Quality Enhancement Plan)

CR 8.1 (Student Achievement)

CS 8.2a (Student Outcomes: educational programs)

CS 8.2b (Student Outcomes: general education)

CS 8.2c (Student Outcomes: academic and student services)

Planning and Assessment

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

Planning Processes

Relevant Standards
- 7.1 Institutional Planning
- 2.1 Institutional Mission
- 4.2.a. Governing Board; Mission Review

Linkage to Mission
Structure for Planning Process

Strategic, Operational, and Institutional Effectiveness Planning and Assessment

Strategic Planning
• Institutional Vision

Mission and Goals

Operational Planning

The Means
• Budget
• Facilities
• Human Resources

IE Planning & Assessment

The ENDS
• Educational Programs
• Administrative Support
• Educational Support

Mission

Standard 2.1 Institutional Mission [**CR**]

The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.
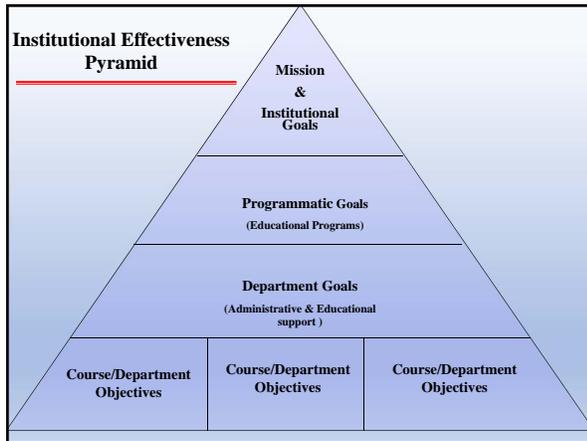
Institutional Goals

Institutional-level action statements that implement, support, and are derived from the mission (Nichols, 1995).

Mission Review

4.2.a. The Governing Board ensures the regular review of the institution's mission.

Mission related to other standards

Board formally approves and periodically reviews the mission

Institutional Effectiveness Pyramid

Mission & Institutional Goals

Programmatic Goals
(Educational Programs)

Department Goals
(Administrative & Educational support)

Course/Department Objectives | Course/Department Objectives | Course/Department Objectives

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Strategic, Operational, and Institutional Effectiveness Planning and Assessment

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Planning

What do you need to have in place?

A planning **structure**
A Planning **process**
Linkage among components
Information and analytic support
Outcomes of the planning process
Periodic **evaluation** of the planning process

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

Continuous Improvement Model

Planning: Set Goals

Identify Desired Outcomes

Assess Outcomes

Make Changes for Improvement

CORE REQUIREMENT 7.1

The institution engages in ongoing, comprehensive, and integrated, research-based planning and evaluation processes that

(a) Focus on institutional quality and effectiveness and

(b) Incorporate a systematic review of institutional goals and outcomes consistent with its mission. (*Institutional Planning*)

Planning and Assessment
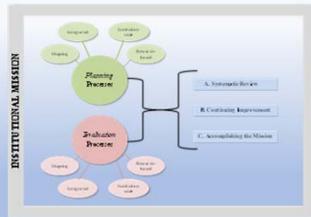
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Institutional Effectiveness

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

- 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

Institutional Effectiveness

Comprehensive

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

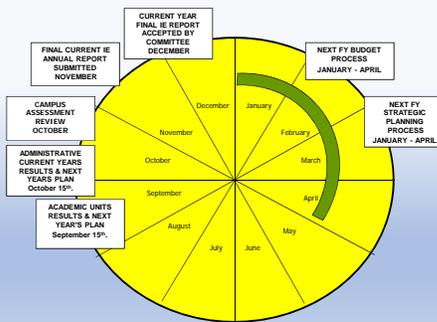## Institutional Effectiveness

Research Based

- 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, etc.

CS 7.2 Quality Enhancement Plan

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation process …..

Enhance overall institutional quality and effectiveness by focusing on an issue considered important to improving student learning outcomes and/or student success

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Planning and Assessment Timeline

CURRENT YEAR FINAL IE REPORT ACCEPTED BY COMMITTEE DECEMBER

FINAL CURRENT IE ANNUAL REPORT SUBMITTED NOVEMBER

NEXT FY BUDGET PROCESS JANUARY - APRIL

CAMPUS ASSESSMENT REVIEW OCTOBER

NEXT FY STRATEGIC PLANNING PROCESS JANUARY - APRIL

ADMINISTRATIVE CURRENT YEARS RESULTS & NEXT YEARS PLAN October 15th.

ACADEMIC UNITS RESULTS & NEXT YEAR'S PLAN September 15th.

January, February, March, April, May, June, July, August, September, October, November, December

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7.3 Administrative Effectiveness

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (*Administrative effectiveness*)

Examples of Expected Outcomes for Administrative Support Services (CS 7.3)

Office of Institutional Research
- Faculty, staff, and administration are satisfied with the service, data, and training provided by the IR Office in support of the institutional effectiveness process

Business Office
- Review of policies and procedures demonstrates efficiency and adherence to internal controls
- Internal audit processes are completed on schedule and with no significant negative findings

Examples of Expected Outcomes for Administrative Support Services (CS 7.3)

President's Office
- A comprehensive master plan is developed and implemented through streamlined operations that enhance efficiency and customer service
- Fundraising will reach or exceed goals in support of the mission

Provost's Office
- Educational program planning and assessment will enhance the students learning experience
- Faculty are satisfied with the level and extent of professional development provided

Administrative Services

- Financial Services IE Template

Discussion Questions

•Is the institutional mission statement appropriate?

• Is the mission statement for your area appropriate?

•Are the goals for your area appropriate and do they support your mission statement?

•How are your mission statement and goals linked to the Institutions Mission Statement and Institutional Goals?

•Do the assessment methods in place adequately measure whether goals have been met?

•What are some additional ways that you can measure whether goals have been met?

•How are the results from these assessments being used?

•What changes have been made in your area as a result of assessment?

Institutional Effectiveness Template

• Dean of Academic Affairs

• Graphic Design

Intended Outcome

An operationally defined educational goal, usually a culminating activity, product, or performance that can be measured (New Horizons for Learning, 2002).

The main function of the goals statement is to form a bridge between the lofty language of the Mission Statement and the concrete-specific nuts and bolts of program objectives. In the goals statement, the broad principles of the Mission are narrowed and focused into the specific categories of skills, knowledge, and abilities which will characterize graduates of your program including those that are specific to your discipline as well as those which represent the broader general competencies (Center for Instructional Innovation, 2003).

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 8.2

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

a. student learning outcomes for each of its educational programs

b. Student learning outcomes for collegiate-level general education competencies of its undergraduate programs

c. Academic and student services that support student success

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Notes

The quality of an educational process relates to

1. The appropriateness of its goals
2. The effectiveness of the use of resources in pursuing those goals
3. The degree to which goals are achieved

Without a clear statement of what education is expected to provide, it is not possible to determine how good it is. (The Council on Postsecondary Education, 1986)

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

Questions???

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