



**Institutional Planning and  
Effectiveness-7.1, 7.3**

**Summer Institute 2019**

**Presented By**

**Michael T. Hoefer, Ph.D.**

**Vice President**

**Southern Association of Colleges and Schools**

**Commission on Colleges**

# 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



# 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

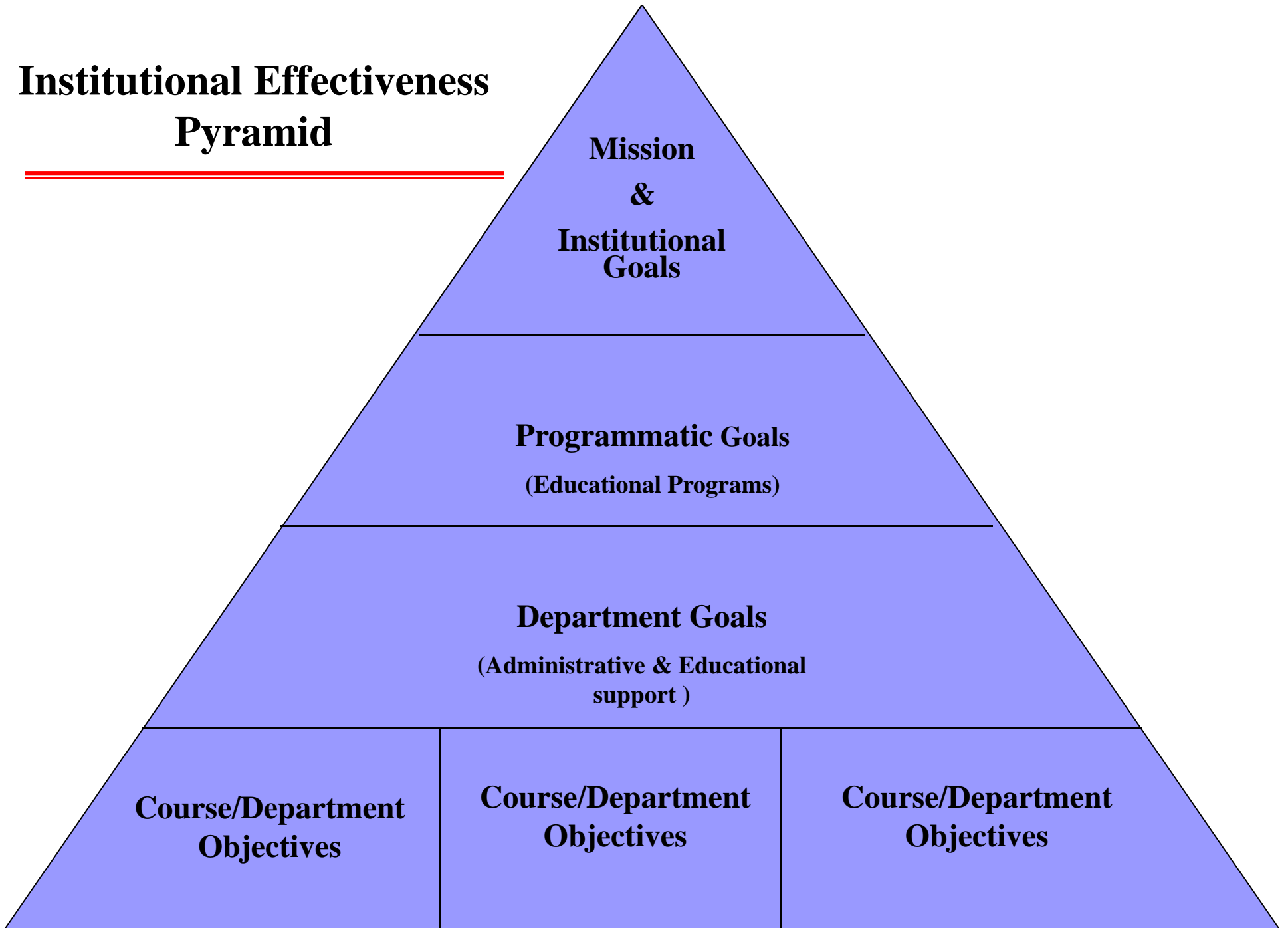
4.2.a. The Governing Board ensures the regular review of the institution's mission.

Mission related to other standards

Board formally approves and periodically reviews the mission

# **Institutional Effectiveness Pyramid**

---



# Strategic, Operational, and Institutional Effectiveness Planning and Assessment



# 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



# CORE REQUIREMENT 7.1

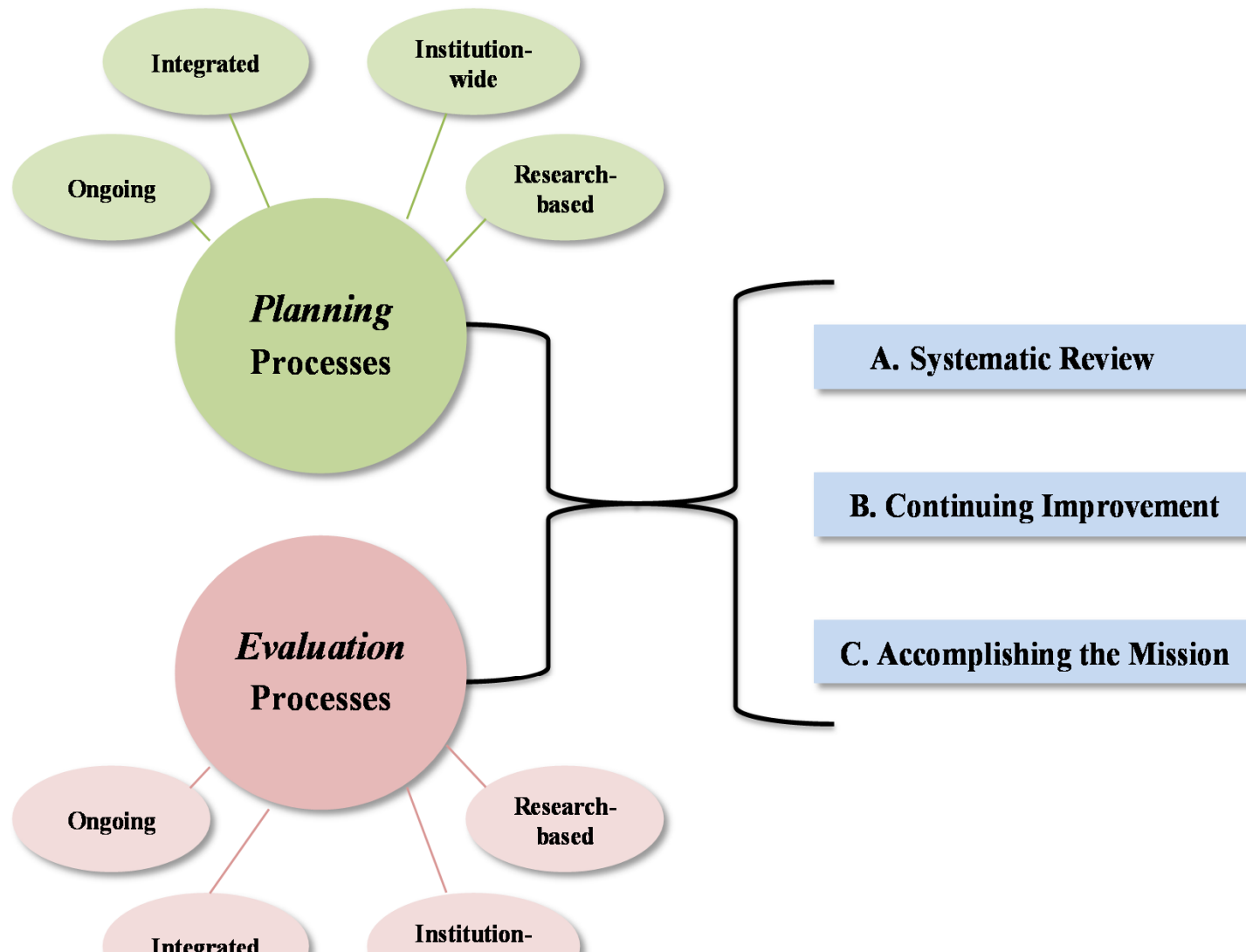
The institution engages in **ongoing**, **comprehensive**, and **integrated, research-based** planning and evaluation processes that

- (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

INSTITUTIONAL MISSION



# 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

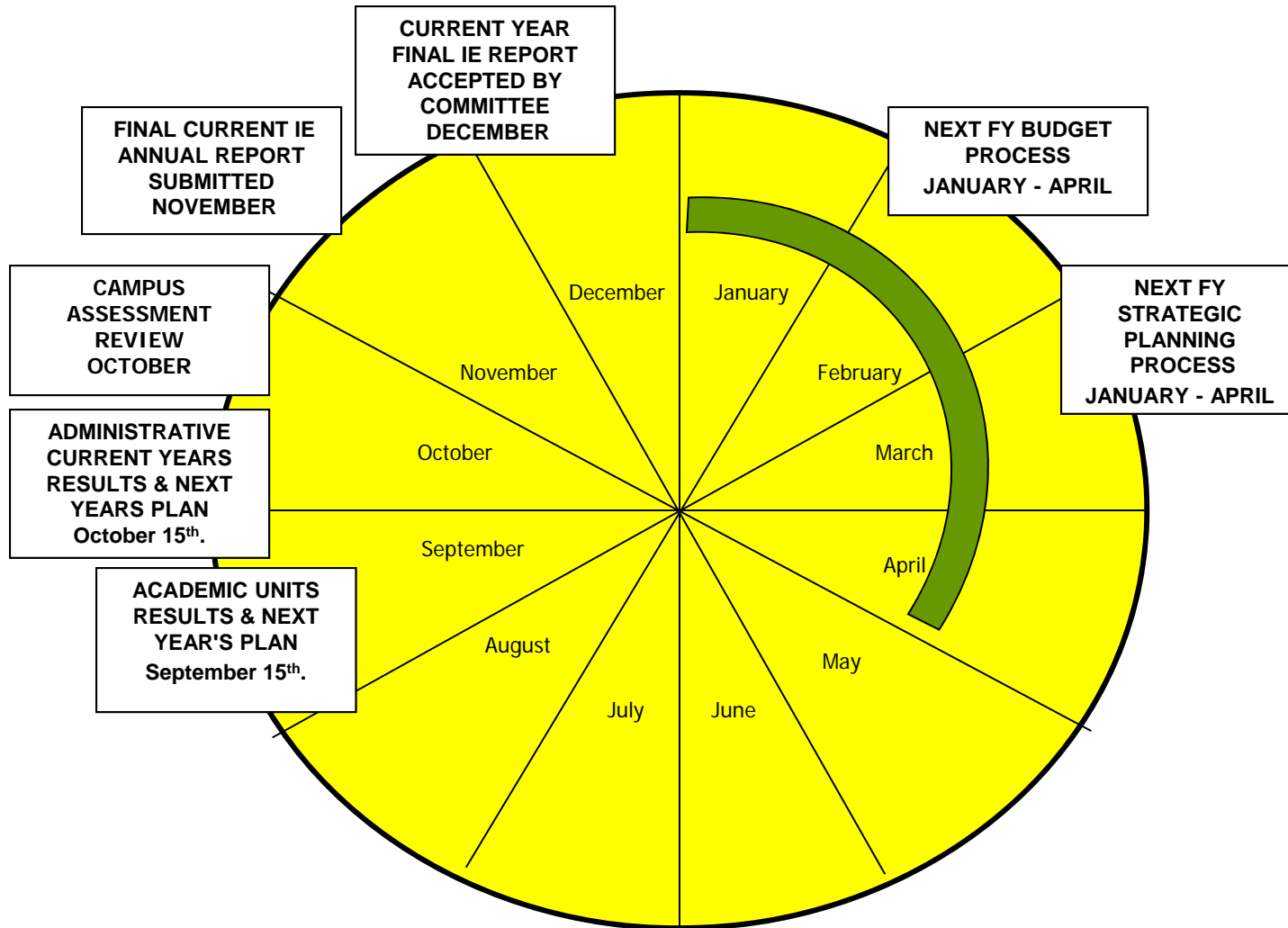
- Data-driven Decisions
  - Improvements can be traced back to data and its evaluation
- Actual research products involved, with real results to present
  - Surveys, consultant reports, internal assessment data, SWAT analysis, audit reports, etc.

## 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

# Planning and Assessment Timeline



## 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



# Strategic, Operational, and Institutional Effectiveness Planning and Assessment



# 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 measurable
- 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