INSTITUTIONAL EFFECTIVENESS MANUAL

A GUIDE FOR ASSESSMENT AND CONTINUOUS IMPROVEMENT
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1. Preface

Dear Colleagues:

Thank you for your time and effort in helping make our Institutional Effectiveness process at Union College a success. The Office of Institutional Effectiveness has prepared this manual specifically to assist college staff, administrators and faculty in developing, implementing and assessing strong, integrated, college-wide plans that add to the quality of Union College’s teaching, learning and overall institutional effectiveness.

If you need any assistance or have questions about institutional effectiveness or planning assessment processes, please contact me. Suggestions for improving this manual are always welcome.

Sincerely,

Dr. Barry Pelphrey
2. About this Manual

This manual provides a conceptual and hands-on guide for the Union College community. This guide is intended to assist each and every academic program, educational and student support area, administrative unit, community, and public service areas to identify its expected outcomes, measure the extent to which the program or unit achieves its outcomes, and provide data and evidence of improvement based on an analysis of its assessment results. The evaluation of institutional effectiveness (IE) is essential for continuous improvement in institutional quality and for demonstrating the college is effectively accomplishing its mission.

Users of this manual can expect to understand:

- Commonly used institutional effectiveness terminology
- The college’s comprehensive, institutional effectiveness process
- How to develop institutional effectiveness plans for educational programs
- How to develop institutional effectiveness plans for administrative, student support and community/public service areas
- How to submit institutional effectiveness plans
- How institutional effectiveness supports SACS-COC accreditation
- How to use institutional effectiveness results for continuous improvement
### 3. Terminology

<table>
<thead>
<tr>
<th>Term</th>
<th>Common Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>The obligation of a college to account for its activities, accept responsibility for them and disclose the results in a transparent manner to the public including the state, federal government and accrediting body.</td>
</tr>
<tr>
<td>Action</td>
<td>Specific change that will be implemented to improve programs or units based on results/findings from a previous assessment cycle.</td>
</tr>
<tr>
<td>Action Status</td>
<td>The status of a program or unit’s actions when measures have been updated or findings have been added. This would typically be entered when preliminary finding are reported.</td>
</tr>
<tr>
<td>Goal</td>
<td>A statement of a desired future state or condition, stated more generally than an outcome.</td>
</tr>
<tr>
<td>Learning Assessment</td>
<td>The process of determining the extent to which students have mastered some instructional objective or competency.</td>
</tr>
<tr>
<td>Outcomes</td>
<td>The short-, medium- and long-term desired effects or changes.</td>
</tr>
<tr>
<td>Administrative Outcomes</td>
<td>Benefits that departments or administrative units receive or the college receives as a whole.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Changes in knowledge, attitudes, behaviors, values and opportunities that occur as a result of learning. Learning outcomes may be identified at the student, course and program level. Educational and student support areas should also identify learning outcomes.</td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>Benefits that students receive as a result of the completion of an entire program of study.</td>
</tr>
<tr>
<td>Mapping</td>
<td>Aligning outcomes to a strategic goal, core value or to the college’s mission.</td>
</tr>
<tr>
<td>Mission</td>
<td>A clear description of the purpose of the program or unit and who it serves.</td>
</tr>
<tr>
<td>Unit</td>
<td>An academic degree-granting program, an academic or student support area, an administrative support area or a community/public service area.</td>
</tr>
</tbody>
</table>
4. Accreditation and Institutional Effectiveness

The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) is the regional body for the accreditation of degree-granting higher education institutions in the South. In their 2012 edition of *The Principles of Accreditation: Foundations for Quality Enhancement*, institutional effectiveness is addressed in Core Requirement 2.5 and is defined as follows:

“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.”

Whereas the Core Requirements are foundational requirements, *The Principles of Accreditation: Foundations for Quality Enhancement* also contains Comprehensive Standards, which are operational and represent best practices. The expectation for Institutional Effectiveness is addressed in 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:

3.3.1.1 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”
5. IE at Union College

5.1 Description

To maintain accreditation with the Commission on Colleges, Union College must comply with the core requirements and standards contained in the Principles of Accreditation: Foundations for Quality Enhancement and with the policies and procedures of the Commission on Colleges. In the context of institutional effectiveness, Union College strives to be the best in class amongst all its peer colleges. The Strategic, Strategic Implementation and Implementation Plans provide the roadmap to reach this end vision. Each member of the college community works as part of a team within an office, department, or program to translate these plans into actions to drive Union College forward.

5.2 Institutional Effectiveness Planning vs. Strategic Planning

It is useful to distinguish between strategic planning and institutional effectiveness planning. Strategic planning is a systemic process of envisioning a desired future, and translating that vision into broadly defined goals or objectives and a sequence of steps to achieve them. The Union College Strategic Plan, for instance, extends the college’s vision through 2020.

In contrast, institutional effectiveness planning operates on an annual cycle where each program unit examines its purpose, identifies expected outcomes, selects assessment tools and strategies to collect data, and analyzes and reports findings for continuous quality improvement.

<table>
<thead>
<tr>
<th>Strategic Planning</th>
<th>Institutional Effectiveness Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Level</td>
<td>Unit level</td>
</tr>
<tr>
<td>Vision Focused</td>
<td>Mission Focused</td>
</tr>
<tr>
<td>Wide View</td>
<td>Narrow View</td>
</tr>
<tr>
<td>Flexible Means</td>
<td>Specific Means</td>
</tr>
<tr>
<td>Begins with desired end</td>
<td>Begins with review of past assessment cycle or review of current status (if new)</td>
</tr>
</tbody>
</table>
5.3 Institutional Effectiveness Model

Institutional effectiveness at Union College is mission-driven and includes a set of ongoing and systematic, institutional processes and practices that encompass:

- The assessment of academic, administrative, student support and community/public service programs and services.
- The development and implementation of program/unit assessment and evaluation plans.
- The use of evaluation results to foster a culture of evidence and continuous improvement.

**Overall Institutional Effectiveness Model**

College Mission and Strategic Goals

Changes and Improvements made "Closing the Loop"

Assessment and Evaluation Processes

Development of Unit Evaluation and Assessment Plans
- Student Outcomes for Academic Programs
- Administrative support and service Objectives

Improvement of Programs and Services
The assessment process that began at the College in 2005 and relied on paper forms and manual monitoring, was replaced in December 2014 with an electronic Assessment Management System (AMS). This system incorporates online data collection as part of the Jenzabar Student Information System (SIS). Because the AMS is part of the College's SIS, the AMS has the capability of self-populating student data associated with each program, instructor, class, SLO, assignment, and student. The AMS is accessible through My Union, the College's intranet portal for entering grades and accessing class information.

The May 2014-15 SLO data reports will be generated from the AMS in May 2015 and will be reported to each program. This report will incorporate two previous years' data that chart SLO benchmark trends, and analyze whether program changes have resulted in improvements in student learning.

Existing data from multiple years have been converted into this format to address clarity and consistency and provide mature data.

5.4 Institutional Effectiveness & Outcome Assessment Reporting Instructions:
How to complete the Academic SLO Assessment in the Assessment Management System (AMS)

Log into My Union and select the Academic Tab.
Select the Assessment Management System by clicking on one of the two areas shown below. If you are reporting regular class SLO data, click on Program SOL Assessment. If you are reporting QEP SLO data, click on QEP Assessment. Or, if you are reporting Liberal Learning Core data, click on Liberal Education Core Assessment.

Select Program SLOS Survey Class Assessment if your assessment is associated with a course imbedded assessment such as research projects, tests and quizzes, arts performance, Lab assignment, etc. Select Program SLOS Survey Non-Class submissions if your assessment is not associated with a course imbedded assessment such as Employer rating of student performance licensure exam pass rate, capstone project, internship supervisor rating, portfolio, etc. My Program SLO Survey Class and Non-Class submissions is where you view your stored submissions.
Select your department’s name, the annual year and course associated with the, and the goal being reported from the drop-down menus. Next, paste using the word paste feature, or paste as plain text, or type the goal description in the box provided. Remember, a separate form must be completed for each SLO. For example, if your department has four SLOs, you would complete and submit four forms. This allows IE to compile reports that show progress on all SLOs or each SLO separately. Also, if you cannot complete the entire submission at once, your submission will automatically save so you can log in and complete your submission as time allows.
6. Next, paste using the word paste feature, or paste as plain text, or type in the instrument used to collect SLO data in the box provided. This could be a research project, tests and quizzes, arts performance, lab assignment, or some other way of documenting that you are collecting data.

7. Select the Link to Union 2020, the College’s Strategic Plan. The drop-down menu has the numbered and lettered goals. Please look in My Union under Union 2020 to see a description of these goals and subsets.
8. Select your benchmark. The benchmark setting depends on your program. It is the average level of performance you expect from your students. The scale ranges from 2-4 in increments of .25. For example, a 4 benchmark would mean you want your students to score perfect on your SLO assessment. While a benchmark of 2 means that you want students to score an average 50% on the assessment.

9-61 Record the students’ scores from the indicated class in these areas. You will notice that it is a four scale. Your students, names and IDs will be self-populated for the class you indicated in #3 above.
62. After you have recorded all of your student’s scores for this SLO, this area is where you list specific changes made, concerning this SLO, to your course as a result of data collected from last year’s assignment this data is found under My Program SLOS Survey - Class Assessment submissions. Remember you may have a submission for each SLO you reported. If you did not make any changes, explain why.

63. Next chose the timeframe you expect to see results from the changes you described above.
Inter your success indicators here. These are what has to happen to let you know the changes you made are working. For example, you added an extra assignment to a course and your SLO score raised by .5. Your success indicator would **be a rise in SLO average score**.

65. After you have completed all sections you click “Next Page-- >” at the bottom of the page on the right hand side. Your will be taken to the completed form and be able to review and submit the form if you are satisfied with your entries.
66. If all required sections are complete and you are satisfied with your answers, you now press submit. If some required sections were not completed you will see a page similar to the one below that highlights the incomplete sections with red font. **Remember if you cannot complete the entire submission at once, your submission will automatically save so you can log in and complete your submission as time allows.**

67. Select the < -- Previous Page at the bottom left hand side to return to the previous screen to correct the errors. The sections with the errors will show up in red font as shown below.

8. Benchmark:

68. Once the errors, if any were encountered, are corrected, you select the “Next Page-- >” button again at the right hand bottom of the page and if there are no more errors, you can select the ‘Submit Form’ button at the bottom cent of the page.
If you have successfully submitted the report, you will be taken back the Assessment Management System (AMS) page with a note that states, “Your form has been successfully submitted.” Also, you will be able to view and print your submissions for future reference.

5.5 Institutional Effectiveness & Outcome Assessment Reporting Instructions:

How to complete the Academic and Student Support Services Goals Assessment or the Administrative Support Services Goals Assessment:

9. Log into My Union and select the Employees Tab.
10. Select the Assessment Management System by clicking on one of the two areas shown below.

11. Select Academic and Student Support Services Goals Assessment if you are reporting for the following areas: Advising, Athletics, Campus Life, Safety, Common Partners, Library, Residence Life, Safety, Spiritual Life, Student Development, Counseling/Health Services, Student Support Services Teaching and Learning, or the Writing Center.
12. Select *Administrative Support Services Goals Assessment* if you are reporting for these areas: Academic Affairs, Advancement, Business Office, Physical Plant, Enrollment Management, Events Management, External Relations, Institutional Effectiveness, Office of College Communication, President's Office, Registrar, or Technology.

13. Enter the Department Name (#2), and select the Annual Year of the report (#3) and the goal being reported from the drop-down menu (#4). Next, paste or type the goal description in the box provided (#5). You must also identify the length of the goal in the goal description. A goal can be one-year or multiple years. **Remember, a separate form must be completed for each goal.** For example, if your department has four goals, you would complete and submit four forms. This allows IE to compile reports that show progress on all goals or each goal separately. Also, if you cannot complete the entire submission at once, your submission will automatically save so you can log in and complete your submission as time allows.
14. Next, paste using the word paste feature or type in the instrument used to collect goal data. This could be a satisfaction survey, a sign-in sheet, a report that shows increased enrollment or some other way of documenting that you are meeting the goal you have established for your department or area.

15. Select the Link to Union 2020, the College’s Strategic Plan. The drop-down menu has the numbered and lettered goals. Please look in My Union under Union 2020 to see a description of these goals and subsets.
16. Select your benchmark. The benchmark setting depends on the length or your goal. For example, if a goal is to be completed in one year, set the benchmark at 100% because you would be completing the entire goal during one annual year. If your goal spanned four years, and you expect to complete it evenly over that timeframe, you would set the benchmark to 25%. Remember, you are the expert in your area and know the time it will take to complete your goals.

17. This area is where you analyze your data and report your findings. You should enter what your assessment instruments are saying about how successful you were at meeting your goal. For example, you set a goal to increase enrollment by 50 students this year and you only recruited 40; you did not meet your goal. Don’t explain what you are going to change to help meet the goal here, just the results of the assessment. You will enter the changes you will make to improve in the next section. Again, you can type or paste in your response the word paste feature.

9. Assessment Results. If no changes are planned, please explain why.
18. This section is where you explain what improvements or changes you will make to meet your stated goal based on the assessment of the data from the section 9. For example, you may want to change your recruiting materials or send recruiters to different areas or hire another recruiter in order to meet your state goal.

19. This section is where you state what you want to accomplish over the next five years. This would be your department strategic plan. It should take into consideration and support the college’s strategic plan, Union 2020 and the College Mission. If you already have a department strategic plan, you would list those goals here regardless of the time remaining. For example, you may be in the third year of a five-year plan. You would still list those goals here.

11. List your departmental strategic goals for the next five (5) years: *Required
20. After you have completed all sections you click “Next Page-- >” at the bottom of the page on the right hand side. Your will be taken to the completed form and be able to review and submit the form if you are satisfied with your entries.

Click on the

Next Page--> link on the bottom of this page to review your form. Then click on the Submit Form button to submit your completed assessment.

21. If all required sections are complete and you are satisfied with your answers, you now press submit. If some required sections were not completed you will see a page similar to the one below that highlights the incomplete sections with red font. Remember if you cannot complete the entire submission at once, your submission will automatically save so you can log in and complete your submission as time allows.

22. Select the < -- Previous Page at the bottom left hand side to return to the previous screen to correct the errors.
23. The sections with the errors will show up in red font.

11. List your departmental strategic goals for the next five (5) years: *Required

24. Once the errors, if any were encountered, are corrected, you select the “Next Page-- >” button again at the right hand bottom bottom of the page and if there are no more errors, you can select the ‘Submit Form’ button at the bottom cent of the page.
If you have successfully submitted the report, you will be taken back the Assessment Management System (AMS) page with a note that states, “Your form has been successfully submitted.” Also, you will be able to view and print your submissions for future reference.

If you have any questions, please contact Dr. Barry Pelphrey at bpelphrey@unionky.edu (606) 564-1299 or technical support at support@unionky.edu (606) 546-1626.
5.5 Reviewers: Who Needs to Review My IE Plan?

To provide quality assurance, institutional effectiveness planning includes a review process. Review rubrics are designed to facilitate this process, promoting quality control, providing guidance to reviewers and ensuring consistency across units. Once an assessment plan or report is completed, the sponsor must submit their plan/report to the Assessment Committee for review.

The assessment plans for academic, administrative, and support units are typically reviewed by Assessment Committee Review Rubric and shared with the V.P. for Academic Affairs.

Academic and Administrative Program Assessment Plan and Report

Note: a scale of 1-5 is used in this evaluation with 5 being the strongest response.

Stated goals and outcomes for the program:

_____ Program has developed a set of specific goals that are clearly identified
_____ Program has developed a set of measureable outcomes that are linked to program goals
_____ Program has explained the purpose/significance and the linkages between goals and outcomes
_____ Program has described the processes used for establishing its goals and outcomes

Comments:

Explicit connection between the program and Union College’s mission, vision, values, and diversity statements

_____ Program has specific mission, vision, and values statements
_____ Program has explained its commitment to diversity and inclusion
_____ Program indicates how its mission, vision, values, and diversity/inclusion efforts are both derived from and aligned with those of the school and campus

Comments:
Evidence of program effectiveness, with a particular emphasis on assessment of student learning outcomes

_____ Program identifies specific learning outcomes for students
_____ Program has a documented process for assessing learning outcomes
_____ Program provides evidence of its effectiveness, including student learning outcomes, using a variety of measures (relevant, direct, indirect, quantitative, and qualitative)
_____ Program incorporates findings from its assessment process in ongoing continuous improvement efforts

Comments:

Critical questions to which the program is seeking answers or guidance from its program reviewers

_____ Program has developed specific questions for its program reviewers
_____ Program explains how these questions will facilitate improvement and planning efforts
_____ Program questions are related to and draw from information contained in the self-study document
_____ Program questions are written in a manner that can be understood and answered by members of the program review team

Comments:

Overall assessment of the program’s strengths, areas for improvement, and plans for the future

_____ Program identifies and describes its strengths.
_____ Program identifies and describes its areas for improvement.
_____ Program identifies and describes its plans for the future.
_____ Program establishes a linkage between information contained in the self-study document and its strengths, areas for improvement, and plans for the future.

Comments:
Evidence-based information organized in a logical, well-written manner

6.1 Program provides appropriate evidence to substantiate claims made in the self-study
6.2 Program uses appropriate evidence in describing activities and accomplishments
6.3 Program self-study is organized in a logical manner
6.4 Program self-study is written in a manner free from major spelling, grammar, and organization errors

Comments:

6 Best Practices: Academic & Educational Programs

6.1 Developing a Purpose or Mission Statement

A purpose or mission statement is a clear description of the purpose of a program and who it serves. A mission statement guides the practices of the program.

Ideally, a mission statement should:

- Concisely state the purpose of the program
- Indicate the primary function or activities of the program
- Specify who the program serves
- Clearly support the college’s broader mission
- Showcase what makes the program unique or distinctive

6.2 Identifying, Writing and Prioritizing Academic Outcomes

Academic outcomes are comprised of student learning outcomes and program outcomes. Student learning outcomes are typically included in a course syllabus and answer what students should know and be able to do at the time of course completion. Program learning outcomes answer what students should know and be able to do at the time of program completion.

To identify academic outcomes, focus on the key skills a student gains from completing a course (student learning outcomes) or program (program outcomes) in terms of:

- Knowledge
- Attitudes
- Values
- Behaviors
- Opportunities
Once you have identified a list of academic outcomes, evaluate them based on the following criteria to ensure they are:

- Learner centered versus teaching centered
- Central to the program’s mission
- Important and meaningful for both faculty and students
- Connected and mapped to a goal in the 2012-17 Union College Strategic Plan, to a core value or to the college mission
- Actionable: you can take action as a result of the outcome
- SMART: Specific, Measurable, Attainable, Relevant, Timely

**Model for Writing Outcomes:** As a result of students completing <insert program>, <insert %> will be able to <insert action verb>.

*Example:* As a result of students completing the Education program, 95% will be able to pass the state license exam on their first attempt.

Next, prioritize the outcomes. Do not try to cover every domain. Focus on a small number of outcomes (top three) that are:

- Widely relevant
- Highly valued by faculty and students
- Reflective of higher order critical skills
- Most useful for informing decisions that can lead to improvement

### 6.3 Assessing Academic Outcomes

Once you have defined your top three academic outcomes, the next step is to choose an assessment method. There are two types of assessment methods: direct and indirect. Direct assessment methods measure student performance by examining samples of actual student work at the course, program or institutional level. Indirect assessment methods measure outcomes related to student learning—such as student perceptions—versus evidence of direct student learning.
### Examples of Direct and Indirect Measures of Academic Learning Outcomes

<table>
<thead>
<tr>
<th>Course</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Research project</td>
<td>• Course evaluation</td>
</tr>
<tr>
<td></td>
<td>• Tests and quizzes</td>
<td>• Student hours spent on service learning</td>
</tr>
<tr>
<td></td>
<td>• Arts performance</td>
<td></td>
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<tr>
<td></td>
<td>• Lab assignment</td>
<td></td>
</tr>
<tr>
<td>Program/Unit</td>
<td>• Employer rating of student performance</td>
<td>• Focus groups with students, faculty and employers</td>
</tr>
<tr>
<td></td>
<td>• Licensure exam pass rate</td>
<td>• Program review data</td>
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<tr>
<td></td>
<td>• Capstone project</td>
<td>• Job placement</td>
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<tr>
<td></td>
<td>• Internship supervisor rating</td>
<td>• Employer or graduate surveys</td>
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<tr>
<td></td>
<td>• Portfolio</td>
<td></td>
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<tr>
<td>Institutional</td>
<td>• Performance on achievement tests</td>
<td>• Locally developed, commercial or national satisfaction and</td>
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<td></td>
<td>• Rubric scores for general education courses or other courses required of all students</td>
<td>engagement surveys, e.g., Community College Survey of Student</td>
</tr>
<tr>
<td></td>
<td>• Performance on tests of writing, critical thinking or general knowledge</td>
<td>Engagement (CCSSE), Noel-Leviz</td>
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<tr>
<td></td>
<td></td>
<td>• Graduation rates</td>
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<td></td>
<td></td>
<td>• Retention rates</td>
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<tr>
<td></td>
<td></td>
<td>• Transcript analyses that examine patterns of course selection and grading</td>
</tr>
</tbody>
</table>

7 Best Practices: Administrative and Student Support, Units

7.1 Developing a mission statement

A mission statement is a clear description of the purpose of a unit and who it serves. A mission statement guides the practices of the unit.

Ideally, a mission statement should:

✓ Concisely state the purpose of the unit
✓ Indicate the primary function or activities of the unit
✓ Specify who the unit serves
✓ Clearly support the college’s broader mission
✓ Showcase what makes the unit unique or distinctive

7.2 Identifying, Writing and Prioritizing Outcomes

In addition to the academic outcomes described in Section 8, administrative, student support and community/public service units also include administrative outcomes. Administrative outcomes align with unit mission statements and answer how the college—including students, faculty and staff—benefits as a result of utilizing the services or functions provided by these units. Ideally, these outcomes:

- Address performance: efficiency, effectiveness, quality, service, cost
- Inform decision-making and planning for innovation and change
- Focus attention on what matters the most: key functions, services, processes

Key questions to ask when identifying administrative outcomes include:

- To achieve our mission how should we appear to students, faculty, staff, other units, the college as a whole?

“Efficiency is doing things right; effectiveness is doing the right things.”

Peter F. Drucker
• What business processes must we excel at to best benefit those we serve?

• How is our unit planning for innovation and in meeting the future needs of those we serve?

• How do we develop and manage resources (human and fiscal)?

• What is the most highly valued service we provide institutionally?

Once you have identified a list of administrative outcomes, evaluate them based on the following criteria to ensure they are:

✓ Central to your area’s mission
✓ Under your purview
✓ Distinctive to your unit
✓ Connected and mapped to a goal in the 2012-17 Union College Strategic Plan, to a core value or to the college mission
✓ Actionable: you can take action as a result of the outcome
✓ SMART: Specific, Measurable, Attainable, Relevant, Timely

_Tips for Writing Outcomes:_ Use action verbs such as increase, decrease, reduce, minimize, maximize, complete, promote, design, develop, offer, conduct, deploy, implement, expand, etc.

_Example:_ As a result meeting with an advisor, 95% of all new students developed and educational plan during their first semester.

Next, prioritize the outcomes. Do not try to cover every domain. Focus on a small number of outcomes (top three) that are:

✓ Widely relevant
✓ Highly valued by the staff in your unit
✓ Indicative of what your target audience knows, can do or values as a result of using your service
✓ Most useful for informing decisions that can lead to improvement.
7.3 Assessing Administrative and Student Support Outcomes

Once you have defined your top three outcomes, the next step is to choose an assessment method. See Section 6.2 on page 16 of this guide for a description and examples of direct and indirect assessment methods for academic areas.

Typically the methods most useful for assessing administrative outcomes include:

- Faculty/staff and student satisfaction and engagement surveys (e.g., % students student satisfied with Advising and Enrollment Services, % of faculty and staff satisfied with service from the Help Desk)
- Focus group sessions targeted to the policies, processes and procedures of a unit (e.g., admission process, financial aid process, testing and placement policy)
- Evaluation forms from attendees of a program or training conducted by your unit (e.g., % of new students satisfied with orientation, etc.)
- Unit statistics (e.g., call abandonment rate, resolution rate, % of requests processed on time, training expenditures/employee, student/staff ratios, % transcripts evaluated within x days of receipt, etc.)

8 Using Findings for Continuous Improvement

The goal of assessment is continuous improvement. Each outcome measure assessed should result not only in tracking and monitoring, but in actions designed to yield improvement. The use of results is crucial in closing the feedback loop and for successful assessment.
To facilitate use, the results should be broadly shared and discussed with all stakeholders, including faculty administrators, staff, students, advisory boards and the community, as appropriate. These discussions should guide the development of specific strategies that are sustainable, feasible and designed to improve program, unit or student learning outcomes. Because the implementation of actions may require resources, it is critical that improvement strategies requiring funds be linked to the budget process by means of a budget request. For example, an improvement strategy may require investments in technology, professional development or the hiring of additional staff. If funds are not available, then the implementation strategy may require the reallocation of resources. Some improvement strategies do not require fiscal resources but investments in time and collaboration which require planning such as changes to policies, course redesign, scheduling changes or program modifications.

9 Training

Institutional Effectiveness training program will be launched at Union College in 2014-15 academic year. The training program has three components:

1. Assessment Planning
2. Assessment Analysis
3. Reviewer Training

Group and individual training sessions are held during the year. Each training session will be posted on My Union and widely shared with the Union College community.

1 Assessment Workshop: How to Create Better Assessment Plans and Write Better Outcomes

Description: This workshop will explain the components of an Institutional Effectiveness Plan (mission, program and learning outcomes, mapping, actions, strategies and measures) and using your findings/results for improvement. Participants will learn: how to write better outcomes, create good assessment plans, plan for assessment, how to make assessment useful for your department/unit.

2 Assessment Analysis Workshop

Description: This workshop will cover the basics of analyzing collected data and entering institutional effectiveness assessment information into the “Pass” electronic reporting tool. Participants will develop the knowledge necessary to analyze data, revise assessment plans, map outcomes to specific goals and initiatives, and enter assessment plans, findings, and supporting documentation into the “Pass” form.
3. **Reviewer Training Workshop**

   Description: Reviewer training includes suggested reviewer structure, the purpose and use of rubrics, example rubrics and information on how to review plans and reports as they relate to a program review.

10. **Q&A**

   **Q.** Are all college administrators required to complete an institutional effectiveness plan?
   **A.** Yes, all College administrators are responsible for the implementation and execution of institutional effectiveness plans for the organizational departments and/or programs for which they are assigned administrative responsibility.

   **Q.** How do I input my IE plan?
   **A.** Paper templates are available to help you organize your plan before entering into “Pass”

   **Q.** Who has to review my IE plan?
   **A.** The assessment plans for academic, administrative, and support units are typically reviewed by Assessment Committee Review Rubric and shared with the V.P. for Academic Affairs. The assessment plans for administrative and community/public service units are reviewed in the same manner.

   **Q.** How many outcomes should I include in my IE plan?
   **A.** Three is recommended with no more than ten.

   **Q.** What are the criteria for determining if I developed a good outcome measure?
   **A.** Specific, Measurable, Attainable, Relevant, Timely (SMART)

   **Q.** What do outcomes have to map and connect to?
   **A.** A goal in the strategic plan, a core value or to the college’s mission

   **Q.** Who do I contact regarding assessment workshops, assistance writing outcomes, developing rubrics or curriculum maps?
   **A.** Contact Dr. Barry Pelphrey by phone at 1299 or bpelphrey@unionky.edu.

   **Q.** Who do I contact to schedule meetings, trainings or workshops?
   **A.** Contact Dr. Barry Pelphrey by phone at 1299 or bpelphrey@unionky.edu