Points of Discussion

• Overview of Institutional Effectiveness
• Questions
What is Institutional Effectiveness?

- A commitment to continuous quality improvement.
- A measure of success as an educational institution.
- Information to document progress towards goals.
So, What is Institutional Effectiveness?

• A sharpened statement of institutional mission and objectives
• Identification of intended departmental/programmatic outcomes or results (Plan)
• Establishment of effective means of assessing the accomplishments outcomes and results (Do, Act, Check)

FACT...

Institutional Effectiveness is primarily undertaken to improve what we do…not just to pass accreditation.
Continuous Improvement is the Center of Institutional Effectiveness
Institutional Effectiveness is

Plan

Implement

Assess

Improve
An Institution’s Approach to Institutional Effectiveness Should

- Include all programs, services, and constituencies
- Linked to the decision-making process at ALL levels
<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty and Staff</th>
<th>Administration</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in more rigorous and coordinated learning experience</td>
<td>Develop curricula or programs that align with department and university goals</td>
<td>Evaluation and allocate resources efficiently and adequately based on evidence</td>
<td>Obtain better information to evaluate policies and practices</td>
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<tr>
<td>Learn more and better</td>
<td>Streamline curriculum/program development</td>
<td>Increase effectiveness of providing direction and deciding policy</td>
<td>Draw on evidence to make changes/decisions</td>
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<tr>
<td>Articulate what they are able to do or demonstrate</td>
<td>Determine student or program areas of strength and weakness</td>
<td>Track and demonstrate program progress and contribution to the university</td>
<td>Use results to seek grant or foundation funding</td>
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<td>Illustrate course or program value to the university</td>
<td>Create cohesive and meaningful strategic plans</td>
<td>Demonstrate responsiveness to public needs and concerns</td>
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<td></td>
<td>Provide evidence-based feedback to colleagues and students</td>
<td>Identify the degree to topic or activity overlap in courses/programs</td>
<td>Align learning access across the curriculum</td>
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<td>Contribute to creating a disciplined culture of excellence</td>
<td>Align services</td>
<td>Place students appropriately</td>
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<td></td>
<td></td>
<td>Support institutional goals</td>
<td>Higher academic student success</td>
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<td>Contribute to creating a disciplined culture of evidenced</td>
<td>Demonstrate achievements</td>
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<td></td>
<td></td>
<td></td>
<td>Improve communication with stakeholders</td>
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- Evaluation and allocate resources efficiently and adequately based on evidence
- Increase effectiveness of providing direction and deciding policy
- Track and demonstrate program progress and contribution to the university
- Create cohesive and meaningful strategic plans
- Identify the degree to topic or activity overlap in courses/programs
- Align services
- Support institutional goals
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- Use results to seek grant or foundation funding
- Demonstrate responsiveness to public needs and concerns
- Align learning access across the curriculum
- Place students appropriately
- Higher academic student success
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- Improve communication with stakeholders
Strategic Planning
Strategic Plan 2015-2020

• Institutional Goals
  • Student Centered Culture
  • Fully Inaugurating 21st Century Higher Education at Tuskegee University Teaching and Learning
  • Administering Efficient Resource Management
  • Recruitment, Retention and Persistence
  • Fostering a Culture of Advancement and Development
What is assessment?

- Assessment is an ongoing process aimed at understanding and improving student learning.

- It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.

- When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.

(Source: AAHE Bulletin, Thomas A. Angelo, 1995)
Levels of Assessment

- Institutional
- Program - Program Review
- Course - Curriculum, Credit hour
- Classroom - Classroom Assessment Techniques
- Student - Grades, Evaluations of course/instructor
- Employee - Performance Evaluations, Tenure Committee
- Self - one type of self-awareness and evaluation
Direct Methods of Assessment

• Standardized tests
• Certificate exams
• Locally developed tests/test questions
• Rubrics for evaluating:
  • Essays/Papers
  • Labwork
  • Exam questions
  • Capstone projects
  • Exhibits
  • Performances/Presentations
  • Portfolios of student work
  • Comprehensive exams
Indirect Methods of Assessment

- Surveys
  - Student
  - Alumni
- Employer
- Exit interviews
- Focus groups
- Job placement rates
- Course evaluations
How do you feel you about IE Office and Assessment?

https://youtu.be/stcwXScrnSk
Five Stages of Grief as relates to Student Learning, Program and Operational Outcomes

Stage 1 – Denial
This is just a fad and will go away like the others.

Stage 2 – Anger
This is the standardization of education and defeat of creativity.

Stage 3 – Bargaining
How little do we have to do?

Stage 4 – Depression
We really have to do this?

Stage 5 – Acceptance
We can use this information to help enhance the University.
Accreditation

https://youtu.be/qQB2NXfJev0
SACS Core Requirement 2.5

- The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement and (b) demonstrates that the institution is effectively accomplishing its mission.
Key Points to Core Requirement 2.5

- Emphasizes an expectation that the institution is the primary focal point for compliance.
- Sets expectations for the description of planning and evaluation processes that are active and continuous rather than static or single occurrences.
- Points to a clear and strong expectation for documentation of the systematic review of institutional mission, goals and accomplishments consistent with its mission.
- Sets expectations for the documented use of results of institutional planning and evaluation to achieve institutional improvements.
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:

(Institutional Effectiveness)

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
## How Big of a Problem is Institutional Effectiveness?

<table>
<thead>
<tr>
<th>Accreditation Process</th>
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<tbody>
<tr>
<td>Number of Institutions</td>
<td>174</td>
</tr>
<tr>
<td>Off-site Noncompliance</td>
<td>79%</td>
</tr>
<tr>
<td>On-site Noncompliance</td>
<td>51%</td>
</tr>
<tr>
<td>Commission Monitoring Report</td>
<td>30%</td>
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</table>
Customer Service Culture of Institutional Effectiveness
How Can OIE Assist?

• Create university wide reports - Five-year departmental reports
• Analyze university-wide assessment data - NSSE, Hold workshops on assessment and IE
• Work with individual departments on annual reports, program review, and outcomes assessment
• Provide ad hoc data reports for departments
• Work with committees to develop assessment plans - IE Committee, Working Groups, QEP
Personal Experiences

• Your very best buying and/or service experience ever.
• Your worst?
Customer Service Culture

• What’s best for the customer is best for the organization
• Embedded; embraced by all
• Proactive, not reactive
• Customer experience and loyalty
• Attitude and a skill
• Aligned to strategy
Customer Service Culture Research

- High Correlations to performance
- Performance (growth, innovation, new-product success and customer satisfaction)
- Organizational Sustainability
- Long-term vs. short-term
TU IE CHALLENGES

• Accreditation
• Lack of Team Play
How you should feel about you about IE

https://youtu.be/_b7bgtu2O4E

https://youtu.be/lWdYIYI0XGg
Questions or Comments?