

Tuskegee University

Institutional Effectiveness Committee Meeting

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.

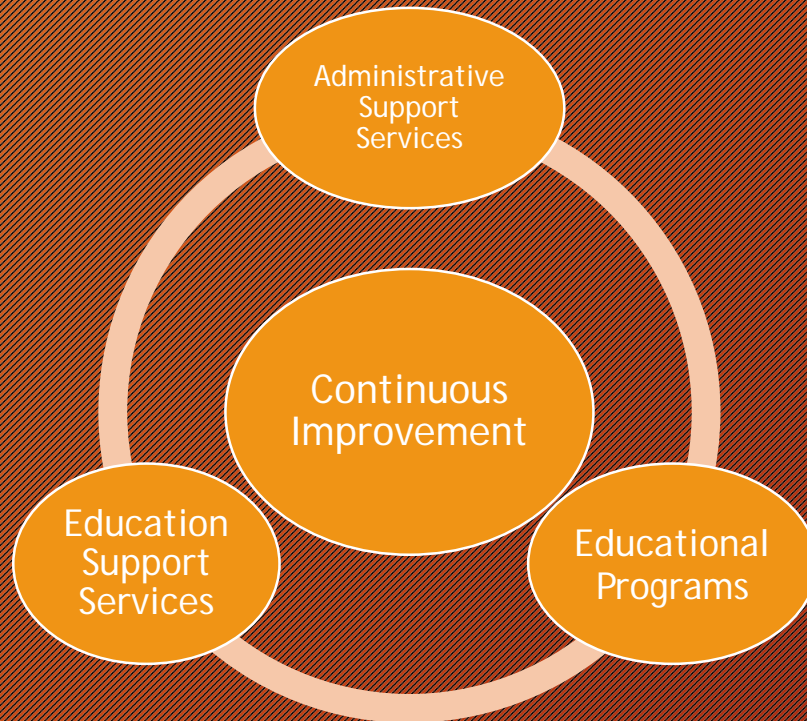
So, What is Institutional Effectiveness?

- 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)

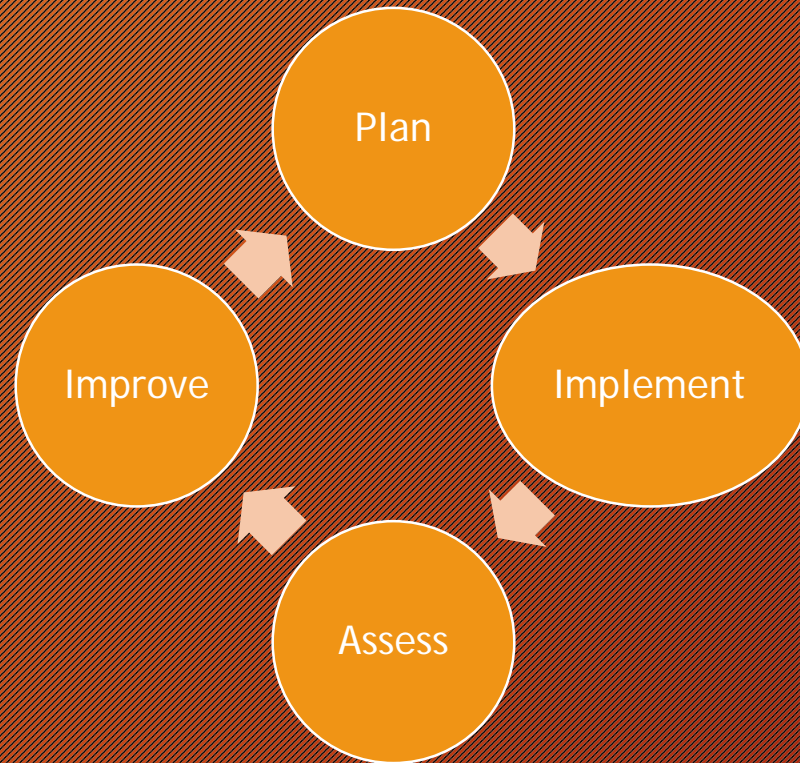
FACT...

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



An Institution's Approach to Institutional Effectiveness Should

- Include all programs, services, and constituencies
- Linked to the decision-making process at ALL levels

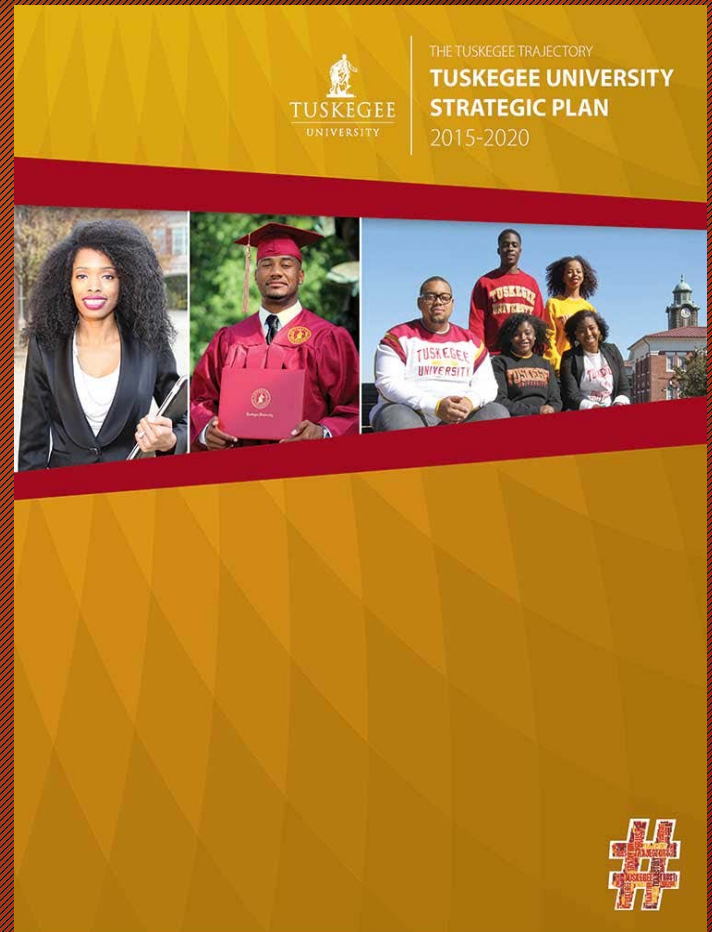
What are the benefits of Institutional Effectiveness?

Students	Faculty and Staff	Administration	Institution
<ul style="list-style-type: none"> ❑ Engage in more rigorous and coordinated learning experience ❑ Learn more and better ❑ Articulate what they are able to do or demonstrate 	<ul style="list-style-type: none"> ❑ Develop curricula or programs that align with department and university goals ❑ Streamline curriculum/program development ❑ Determine student or program areas of strength and weakness ❑ Illustrate course or program value to the university ❑ Provide evidence-based feedback to colleagues and students ❑ Contribute to creating a disciplined culture of excellence 	<ul style="list-style-type: none"> ❑ 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 ❑ Contribute to creating a disciplined culture of evidenced 	<ul style="list-style-type: none"> ❑ Obtain better information to evaluate policies and practices ❑ Draw on evidence to make changes/decisions ❑ 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 ❑ Demonstrate achievements ❑ 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



Assessment

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?



The 5 Stages of Grief on Vimeo (2).url



The 5 Stages of Grief on Vimeo.url

<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

SACS Core Requirement 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:

(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?

Accreditation Process	
Number of Institutions	174
Off-site Noncompliance	79%
On-site Noncompliance	51%
Commission Monitoring Report	30%

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/IWdYIYI0XGg>

Questions or
Comments?