Campus Compact on Collaborative Planning and Assessment

This Campus Compact serves to affirm Loyola's commitment to educational excellence in the Ignatian tradition of educating the whole person and maximizing the talent development of its students, faculty, and staff. In the pursuit of educational excellence and student success, the university community embraces the model of the *continuous process of improvement* and recognizes the importance of fostering a *culture of assessment* that serves to inform the campus community of student progress and success and the quality of life and learning of students as well as to identify areas of improvement. This document represents a call for establishing a collaborative planning and assessment process based on agreed-upon principles of planning and assessment that focuses on the realization of *student learning goals*, *student success*, and ultimately *institutional effectiveness*.

DEFINITION

The *Collaborative Planning and Assessment Process* may be defined as an integrated, information-based process that involves the entire campus in routinely identifying, prioritizing, implementing, and evaluating institutional goals and strategies and that effectively and efficiently:

- Ensures the realization of the institutional mission and vision;

- Represents a systems-approach that integrally links planning, budgeting, and assessment;

- Builds on the institution's competitive advantage (i.e., maximizing institutional distinctiveness and strengths, while mitigating the effects of any internal challenges or external environmental threats) and addresses the changing higher educational marketplace and environment;

- Enhances the institutional ability to attract and retain students and to meet students 'needs and expectations, both currently and in the future;

- Embodies a continuous process of improvement, which is part of an ongoing sustainable process that is routinely refined and updated; and

- Brings the campus community together, fosters collaboration, and ensures organizational learning.

GUIDING PRINCIPLES

The guiding principles underlying the Collaborative Planning and Assessment Process include:

- Collaboration and shared responsibility among key stakeholders

- Shared vision and agreement over institutional strategic goals and priorities

- Data informed decision-making

- Assessment founded on a model of quality enhancement

- Information sharing and transparency in communication

- Innovative and creative approach to program development and problem-solving

- Collegial exchange based on empirical analysis and critical discernment, and

- Campus-wide participation and cooperation.

PURPOSE

The purpose of the Campus Compact is to firmly institutionalize and systemically integrate the Collaborative Planning and Assessment Process making it a part of the university's routine operating structures. This is intended to ensure that assessment continually informs and refines planning activities across campus and improves operational effectiveness and efficiency. The process is meant to inspire innovations and state-of-the-art practices to improve the quality of learning and to meet and exceed students' expectations. Continuous improvement through assessment is premised on an understanding and appreciation of a Jesuit university as a learning organization, where all members collectively learn and contribute to institutional improvement and student success.

SCOPE

This Campus Compact, which honors Loyola's commitment to shared governance, is inclusive of all members of the campus community from all divisions, colleges, departments, and offices that constitute the university encompassing all academic curricular and co-curricular programs, educational support services, and administrative and campus services.

RESPONSIBILITY

The president, provost, vice presidents, vice provosts, associate /assistant vice presidents, deans, associate/assistant deans, academic department chair/directors/coordinators, campus office directors and heads, center/institute directors, and office heads and supervisors are jointly responsible for implementing the collaborative planning and assessment process within their respective areas/units.

DEFINITION OF TERMS

- **Operational year**: Academic year (AY).

- **Official Statistics** are posted twice during each academic year: in the Fall Semester in October and in the Spring Semester in February.

- **Planning and Assessment Cycle**: Unit Annual Reports, including Assessment Plans, for the past academic year (AY) are due August 31st. Annual Reports and Assessment Plans for colleges/library and University Offices (divisions) are due on October 31st for the previous AY.

MULTI-LEVEL SYSTEM of PLANNING & ASSESSMENT

There are four levels of planning and assessment at the University (see the attached *Institution Wide Assessment Cycle*):

1. **University-wide Strategic Planning and Assessment Level:** Under the leadership of the President and the *President's Cabinet*, the University *Strategic Planning Team* (**SPT**) (including the provost, the five vice presidents, a dean representing the Deans' Council, faculty from each of the five colleges, and a student representative from the Student Government Association) reviews the state of the university, conducts situational SWOT analyses (i.e., review of internal strengths and weaknesses and external opportunities and threats), and recommends the vision and direction that the university should move in a 3 to 5-year period including the articulation of the key goals and priorities, which comprise the university's strategic plan. The *Board of Trustees* (BOT) is strategically engaged in the formation and approval of the strategic plan. Once the strategic plan is approved by the President and affirmed by the BOT, the SPT annually monitors the University's Key Performance Indicators (KPIs), Peer Group comparative data, and other institutional assessment information. In addition, the SPT conducts progress checks of the strategic plan's key initiatives and based on assessment information recommends continuance, adjustments, or discontinuance of strategies along the way. The *University Budget Committee* (**UBC**) is responsible for recommending and preparing the annual budget for the university as well as long-range budget projections that will support the implementation of the strategic plan. The UBC also monitors budget and enrollment information and keeps the President informed with routine budget updates (see attached *University Planning and Assessment Model)*.

2. **University Office/Division and College Level**: Planning and assessment at this level is conducted under the leadership of the provost and vice presidents and deans. Strategic planning at this level responds to the university-wide strategic goals as well as specific goals of the respective university office/division and each of the colleges and library. Each college has its own strategic planning committee that oversees and monitors the strategic initiatives of the colleges and academic departments. The colleges, library, and university offices/divisions prepare annual reports and assessment plans that detail the planning and assessment initiatives within their respective areas. Standing university and college review committees function to ensure that the university-agreed procedures and quality standards are consistently followed.

3. **Departmental/Program Level:** Planning and assessment is conducted under the leadership of chairpersons or directors of academic departments/student support programs/campus offices, with

all plans and corresponding assessments subject to review and approval by deans and/or vice presidents (see attached *Evaluation Process Model for Departments*). The *Annual Report Guidelines,* (see attached template) are used to document planning and assessment activities (i.e., establishing and prioritizing programmatic goals, tracking student learning outcomes and key performance indicators, evaluating progress toward goals, using results to develop and implement action plans to make programmatic improvements, monitoring the effects of planning initiatives on the enhancement of student life and learning, and providing documentation of the continuous process of improvement).

4. **Course/Unit Level:** Planning at this level is the responsibility of faculty/staff members who are performing the duties and tasks that fulfill the commitment of educating and serving students. For academic programs, the assessment of learning outcomes is embedded in the coursework. A *Syllabus Template* (see attached template) offers guidelines for the basic course components or course design, e.g., statement of course purpose, expected learning outcomes, course requirements/assignments, required readings and other course materials, grading policy or measurement criteria such as a rubric used to assess student learning, expectations for student engagement, and class decorum. All instructors are expected to review their respective end-of-course student performance results to inform future improvements in teaching/learning strategies.

The assessment of nonacademic units is conducted by staff of various campus offices, centers and institutes. Assessment components may include: description of services for target populations, scope of activities or services, identification of *Key Performance Indicators* (KPIs) including measures of quality of services based on satisfaction and needs assessments, and use of results for the improvement of service effectiveness and efficiency.

UNIVERSITY CALENDAR OF PLANNING & ASSESSMENT

The university community conducts annual assessment of key student outcomes and key performance indicators relevant to their respective units on an annual basis. Comprehensive programmatic evaluations are conducted on a rotational basis on an average of every 5 years. The annual review cycle as well as the *Comprehensive Program Evaluation Cycle* is reflected in the *University Calendar of Planning and Assessment*, which is annually updated.

KEY REVIEW & PLANNING COMMITTEES

Planning and assessment is also the responsibility of several major university standing committees. Each committee has its particular focus, review criteria, and procedures and protocols:

- Strategic Planning Team (SPT)

- Standing Committee on Academic Planning (SCAP)

- University Courses and Curriculum Committee (UC&CC)

- University Rank and Tenure Committee (URTC)

- University Budget Committee (UBC)

- Standing Committee on the Common Curriculum (SCCC)

- Graduate Council (GC)

- Standing Committee on Online Education

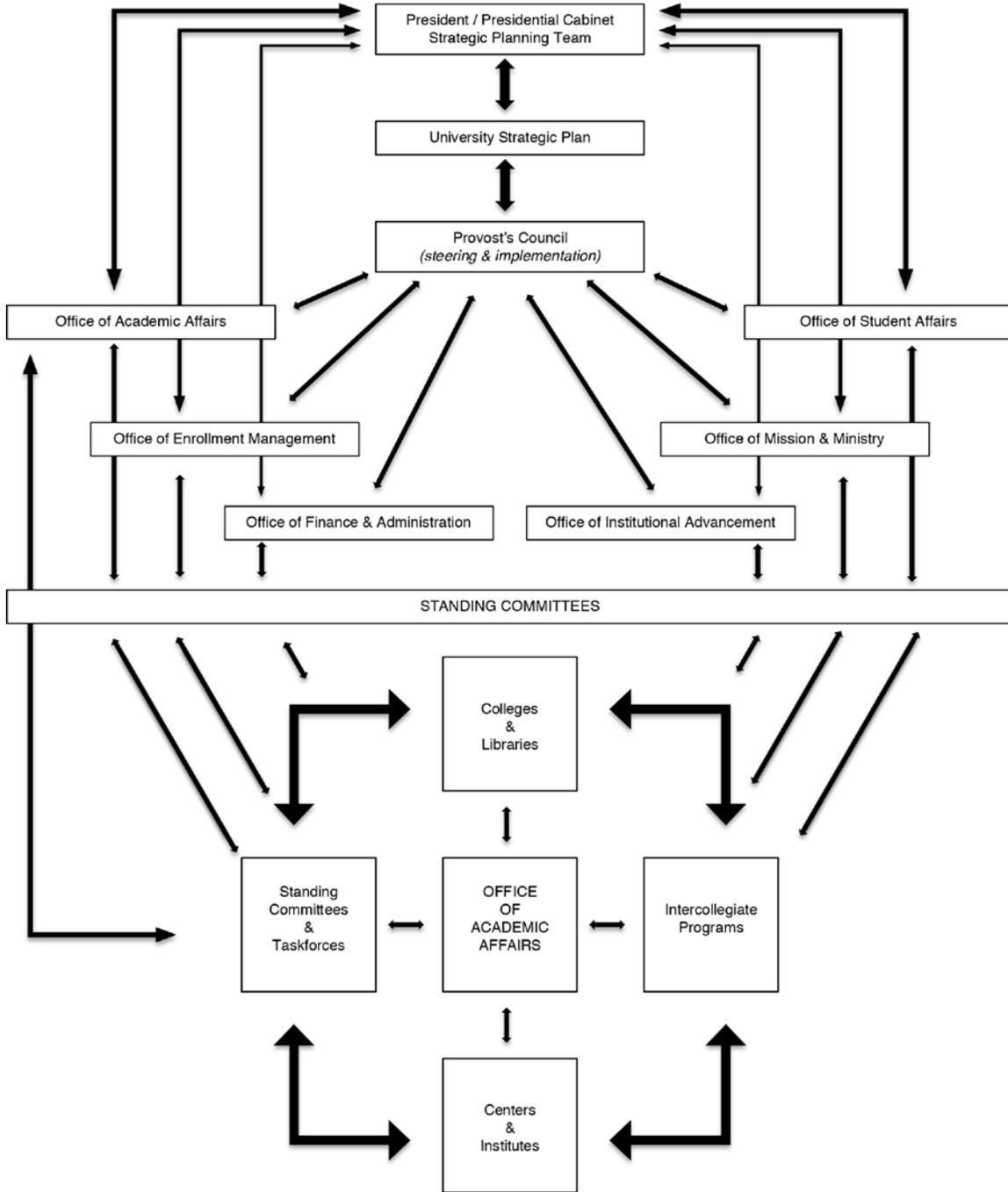- Standing Committee on Professional and Continuing Studies

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ATTACHMENTS

Institution-Wide Assessment Cycle

President / Presidential Cabinet
Strategic Planning Team

University Strategic Plan

Provost's Council
(steering & implementation)

Office of Academic Affairs

Office of Student Affairs

Office of Enrollment Management

Office of Mission & Ministry

Office of Finance & Administration

Office of Institutional Advancement

STANDING COMMITTEES

Colleges
&
Libraries

Standing
Committees
&
Taskforces

OFFICE
OF
ACADEMIC
AFFAIRS

Intercollegiate
Programs

Centers
&
Institutes

Evaluation Process for Departments

Program Assessment of Student Learning Outcomes Model
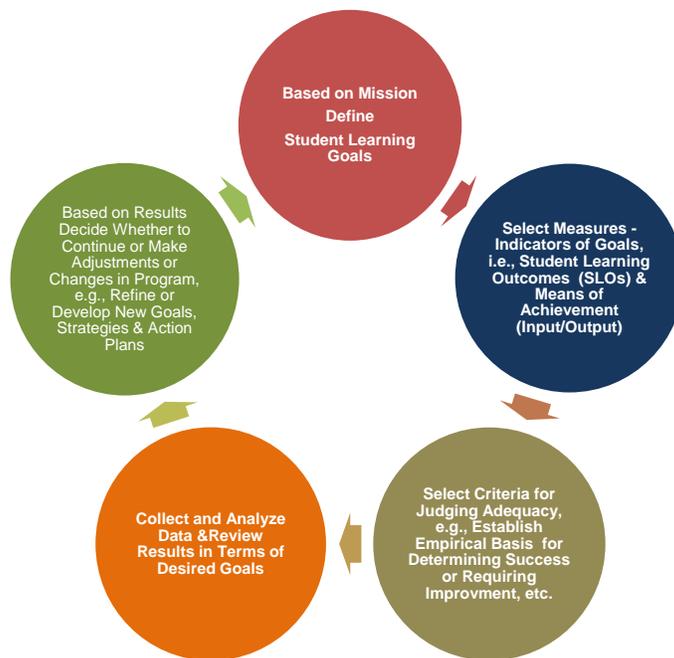
The evaluation process is based on the continuous improvement model. It is an empirical decision-making model. The main question is whether the goals of the educational program are being met or whether improvements are necessary. The technique is basically fact finding – asking the question: Are we achieving our desired results or learning outcomes? The evaluation process is cyclical and consists of several stages or steps:

(1) Definition of goals of the programs/courses; e.g., student learning outcomes (such as "Students will be able to demonstrate critical thinking skills"). All programs should have student learning goals/course matrices specifying their respective key overarching programmatic learning goals and showing which courses in the program address the various goals. Each course should have a set of leaning goals that are tied to the course content and assignments. Key Question: What do we want our students to know or be able to do?

(2) Selection of the methods of measuring inputs and outputs. For example, we may measure students' critical thinking ability by comparing results of their performance on a pre-test and post-test. Or we may evaluate (using a grading rubric) writing samples at different points of their educational experience to ascertain student growth or development with respect to the learning goals. Key Question: What are the indicators of learning and programmatic effectiveness?

(3) Selection of the criteria by which to judge accomplishments or outcomes. The results may meet, exceed, or fall short of the stated goals. For example, what evaluation criteria are used to judge level of performance or competence or what test of significance will be used to make this determination that comparative scores are indicative of change? Key Questions: How do we know if we are having a positive impact on our students' learning? How much of a change is needed for the program or initiative to be judged successful?

(4) Collection and analysis of data. To assess the effectiveness of educational programs and demonstrate student success with respect to leaning, collection of aggregate data may involve gathering/summarizing/tracking student course evaluations at the end of each term, tracking/reviewing students' performance on pre- and post-tests or tracking/evaluating students' portfolios, administering/evaluating/tracking results of student performance on national disciplinary-specific senior exams (e.g., ETS Disciplinary Examinations, which offer national comparative means) as well as routinely reviewing results of Graduating Senior Exit Surveys, patterns of program-related data on student persistence and graduation rates, and information gathered from any departmental special surveys of students' needs or levels of satisfaction.

(5) Review results, interpret meaning of results, and make improvements informed by results. Review of Student Learning Outcomes (input and output information) is vital to seeing whether a program has been successful in realizing its desired learning goals or whether adjustments/changes to the program need to be made or whether new strategies and action plans should be considered. Assessment by itself does not bring improvement in learning or guarantee institutional effectiveness; learning and effectiveness come from resulting actions taken.

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University Calendar of Planning & Assessment

Calendar of Key Assessment Activities and Due Dates

- Common Data Set (compile data)……………………………………………………..August/October

- Key Performance Indicators (KPI's)…………………………………………………….August/December

- **Due date for Annual Reports (departments, centers, offices)…………………………………..August 31**

- ETS Proficiency Profile administered to all incoming first-year students…………August/September

- Fall data collection for IPEDS …………………………………………………………September – October 19

- **Fall Official Statistics Date………………………………………………………Last week of September**

  o Fact Book/Official Statistics summary reports posted to OIRE website……………December

- Fall data collection for Students Right to Know (SRK) ……………………………………………October 15-31

- Salary Equity Study/Report to UBC…………………………………………………………………..October 1

- **Due date for Annual Reports (colleges, divisions, library)…………………………………..October 31**

- Senior Exit Survey administered to December graduates……………………November 15 - Graduation

- Winter/Spring data collection for IPEDS…………………………………………………December 7 – April 11

- Faculty data base summary reports posted on OIRE website………………………November/December

- National Survey of Student Engagement (NSSE) administered.……………………...February 6 – May 15

- **Spring Official Statistics Date…………………………………………………….………Last week of February**

  o Fact Book/Official Statistics summary reports posted to OIRE website…………February 28

- **Enrollment, tuition and budget allocations/projections for upcoming AY….available January 15**

- Student Satisfaction Inventories (SSI) administered ……………………………………………March 15-31

- Institutional Priorities Survey (IPS) administered online……………………………………..March 15-31

- Faculty Survey on Student Engagement (FSSE) administered………………………………….……April 10

- Senior Exit Survey administered to May graduates ……………………………….......April 15 - Graduation

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