

INSTITUTIONAL EFFECTIVENESS PROFESSIONAL DEVELOPMENT

**Administrative Units
Academic and Student Support Services
Centers and Institutes**

Fall 2015

IE Overview

Outcomes

Assessment Methods

Findings

Action Plans

AGENDA

INSTITUTIONAL EFFECTIVENESS OVERVIEW

WHO

- All university units participate in planning and assessment efforts, including colleges, academic departments and programs, administrative and student support units, as well as centers and institutes. It is a faculty and staff driven process.

WHAT

- The systematic and ongoing process of collecting, analyzing and acting on data. Results should be used for improvement and decision-making purposes.

WHERE

- Documentation of the IE process should be recorded in Annual Reports.

WHEN

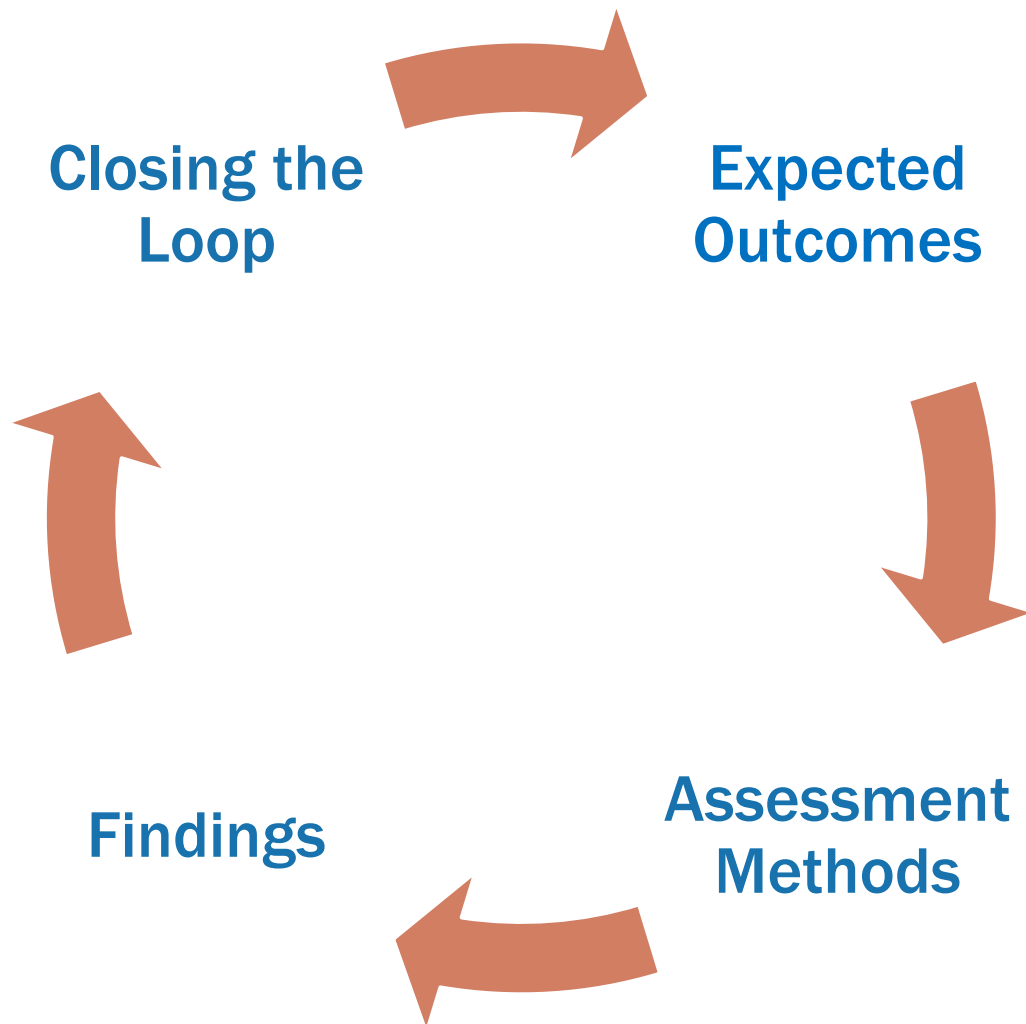
- Assessment occurs throughout the academic year, but is reported annually in the Annual Report system.
 - Academic departments – due August 31
 - Non degree granting departments/centers and institutes – due August 31
 - Colleges, libraries, university offices – due October 31

INSTITUTIONAL EFFECTIVENESS OVERVIEW

- Faculty and staff have a professional responsibility to establish and assess outcomes for improvement purposes
- Increased pressure from higher education stakeholders to provide evidence of academic accountability
 - professional associations and accrediting bodies
 - state and federal governments
 - students and parents
 - research and good practice
- Engagement in assessment exclusively for the purpose of accreditation compliance is detrimental to the institutional effectiveness process
- The IE process allows us the opportunity to document credible evidence of outcomes and actions taken for the purpose of improving instruction, programs, and services

INSTITUTIONAL EFFECTIVENESS BENEFITS

- Align college, department, academic program, service unit, center or institute missions with the broader university mission and strategic plan
- Evaluate/allocate resources efficiently
- Increase effectiveness of providing direction and deciding policy
- Use results to seek grant or foundation funding
- Obtain better information to evaluate current practices
- Demonstrate responsiveness to public needs or concerns
- Improve communications with stakeholders
- Provide evidence-based feedback to colleagues and students
- Contribute to creating a data-driven, disciplined culture of excellence



IE CYCLE

Ongoing
Systematic
Research based
Integrated
Institution-wide

- An outcome must align with the university mission and strategic plan, while also demonstrating movement toward unit-specific improvement.
- An outcome must be measurable so that its achievement can be observed and verified with evidence.
- Educational support units might have student learning outcomes instead of, or in addition to, operational outcomes.
- Progress towards or completion of a strategic or long-term goal can be written as an outcome.
- Consider:
 - What goals are fundamental to our unit's operations?
 - How can we improve our unit?
- Target:
 - Institutional priorities
 - Problem areas
 - Tools to improve operations

EXPECTED OUTCOMES

Specific statements about what should occur as a result of the core services or functions your unit performs.

■ **Administrative and indirect measures:**

- activity volume
- benchmarking
- document analysis
- evaluations
- existing data
- external report
- focus group
- graduation/retention rates
- job placement data
- surveys

■ **Direct measures (student learning):**

- authentic performances/demonstrations
- exams
- evaluations
- juried activities with outside panels
- portfolios
- pre/post tests
- presentations or projects

**ASSESSMENT
METHODS**

Assessment methods should align with outcomes and measure achievement.

OUTCOME AND ASSESSMENT METHOD EXAMPLES

Outcome:

Employee requests received by the Help Desk will be promptly acknowledged and satisfactorily resolved.

Assessment Method:

Analyze ticket log; Satisfaction survey administered to all students, faculty and staff using services.

Outcome:

The faculty development seminars will enhance awareness of diversity issues that may affect classroom climate and students' ability to learn.

Assessment Method:

Pre/post test administered to seminar participants.

OUTCOME AND ASSESSMENT METHOD EXAMPLES

Outcome:

Increase undergraduate enrollment by 5%.

Assessment Method:

Official Fall 2015 enrollment data.

Outcome:

Students will be able to effectively use library services after attending orientation session.

Assessment Method:

Performance assessment conducted by library staff.

OUTCOME AND ASSESSMENT METHOD EXAMPLES

Outcome:

Implementation of a new telecommunication system in order to improve operations and reduce cost.

Assessment Method:

Benchmark implementation of progress.

Outcome:

Increase number and diversity of research grant applications.

Assessment Method:

Annual analysis of application submissions (number, type, level, scope, etc.).

■ **Good results:**

- Reported in aggregate form (program or unit rather than individuals)
- Maintain anonymity of all participants
- Offer cogent analysis
- Exhibit multiple years of data to illustrate improvement
- Include supporting documentation

FINDINGS

Summary of results and relevant data

■ **Good action plans:**

- Clearly based on findings
- Map back to outcomes and measures
- Clearly state how/when findings were reviewed
- Clearly state changes implemented
- Include plan for how success of implemented changes will be tracked

**CLOSING
THE LOOP**

Implementation
and
documentation
of changes
made as a
result of
findings

FINDING AND ACTION PLAN EXAMPLES

Finding:

75% of tickets were resolved within 24 hours, 25% of networking issues required additional time and support; 80% of respondents reported their request was satisfactorily resolved, survey comments indicate employees would appreciate additional follow up.

Action:

Staff training related to networking issues and new follow up protocol has been scheduled for the summer.

Finding:

85% of faculty who attended the diversity seminar increased their score in all areas. 25% missed questions about multicultural lenses.

Action:

At the next seminar, presenters will add a more detailed explanation and video regarding multicultural lenses.

FINDING AND ACTION PLAN EXAMPLES

Finding:

Although our overall enrollment did increase by 3% (N=500), our transfer student numbers declined by 10% and we matriculated significantly fewer students from Houston than in previous years.

Action:

Develop transfer student initiative that will include training admissions counselors, developing handbook, transfer orientation. Targeted recruitment efforts (including high schools and fairs) in Houston will be scheduled in Spring 2016.

Finding:

90% of students attending orientation session received a favorable performance assessment by library staff, most deficiencies related to ability to access online journals.

Action:

Future orientations will include emphasis on online journal use.

FINDINGS AND ACTION PLAN EXAMPLES

Finding:

50% of infrastructure was in place as of April 2015, there have been significant issues with disconnection of old system.

Action:

In order to meet original deadline and budget, additional resources (personnel) will be allocated to effort during Fall 2015 to address old system issues.

Finding:

5 applications submitted (compared to 3 last year). 4/5 were submitted to private funding sources. Topic areas: 2 pure research, 3 innovation or model development.

Action:

Increase submissions to federal and state agencies.
Develop submissions in the outreach and training category.