Institutional Effectiveness for LSCS:  
A New Process,  
Product and Approach

Dr. Siobhan Fleming  
Dr. Lee Ann Nutt  
Curriculum Team Day  
January 11, 2012
Objectives

- Explain why Institutional Effectiveness matters
- Define key terms & elements of IE
- Introduce the proposed IE Model (process)
- Describe proposed documentation method (product)
- Delineate next steps
- Answer questions
<table>
<thead>
<tr>
<th>Explicitly Stated</th>
<th>Implied Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CR - 2.5</td>
<td>• CR - 2.10 (QEP)</td>
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<tr>
<td>• CS - 3.3.1</td>
<td>• CS – 3.3.2 (QEP)</td>
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<td>• CS – 3.5.1 (Gen Ed)</td>
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</table>
We HAVE to do this:

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** educational support services
We HAVE to do this:

SACSCOC Recommendation – 3.3.1.1

“The Committee recommends that the Institution consistently identify expected outcomes, assess the extent to which the outcomes are achieved, and provide evidence of improvement based on an analysis of the results in its educational programs institution wide.”
We HAVE to do this:

SACSCOC Recommendation – 3.3.1.2

“The Committee recommends that the LSCS consistently identify expected outcomes, assess the extent to which the outcomes are achieved, and provide evidence of improvement based on an analysis of the results in administrative support services institution wide.”
We HAVE to do this:

SACSCOC Recommendation – 3.3.1.3

“The Committee recommends that the LSCS consistently identify expected outcomes, assess the extent to which the outcomes are achieved, and provide evidence of improvement based on an analysis of the results in the educational support services institution wide.”
“They have identified general education outcomes and are measuring them in some programs, but there is no evidence of program outcomes.”

“The new program review process includes enrollment data from the Institutional Research office, survey results (mostly student satisfaction...)...There is no identification of program outcomes, assessment of those outcomes, or use of results across the college.”

“No evidence was provided of the assessment of distance education students. The college needs to...show evidence that those students are being assessed and their accomplishment of outcomes is equivalent to that of students in face-to-face classes.”
“The institution did not provide documentation indicating the existence of an institutionalized institutional effectiveness cycle focused on the assessment of student learning outcomes.”

“...process for learning outcomes assessment at the institution suffers from a level of complexity that makes ongoing faculty engagement in the process difficult to sustain. The complexity of the process is complicated by the absence of a comment set of documentation expectations and the absence of a common documentation tool or process.”
• “The institution has not provided documentation of goals and expected outcomes for administrative support services, documentation of the evaluation of outcomes, or the use of assessment findings to improve the institution.”

• “There is no documentation that each unit of administrative services is utilizing institutional effectiveness methods to improve performance or even planning to do so.”

• “LSCS discusses their strategic planning process...but has not provided data or documents to indicate that outcomes have been established in each and every administrative unit, that they have been assessed, or that they have been used to improve administrative functions.”
“...there are institutional expectations that operation units engage in planning and assessment activities concretely tied to the institution’s strategic plan. Expectations vary greatly from operational unit to operational unit and from college to college...further complicated by the absence of a common set of documentation expectations and the absence of a common documentation tool or process.”
“There is no mention of outcomes for student services, assessment of those outcomes, or use of results for improvement.”

“The institution did not provide documentation indicating the existence of an institutionalized institutional effectiveness cycle focused on the assessment of outcomes in its educational support areas. “

“...there are institutional expectations that operational units engage in planning and assessment activities concretely tied to the institution’s strategic plan. Expectations vary greatly from operational unit to operational unit and from college to college...further complicated by the absence of a common set of documentation expectations and the absence of a common documentation tool or process.”
Why IE?

Benefits everyone at LSCS

Ultimately help us become even better

We NEED to do this
Why we NEED to:

• LSCS will be able to:
  • Direct and align goals and initiatives for better planning
  • Determine priorities
  • Establish a culture that actively seeks evidence of student learning and improved institutional performance
  • Connect the dots between the mission, strategic plan, curriculum, student services and operations
Definitions of IE

Systematic, explicit, and documented process of measuring performance against the mission in all aspects of an institution.

Definitions of IE

Intentional process of ascertaining the level of achievement of an institution’s mission and its educational goals and objectives.

Definitions of IE

A measure of what an institution actually achieves.

Chapman University
Important Comparisons

**INSTITUTIONAL EFFECTIVENESS**

focused on the effectiveness and efficiency of institutional services and programs; outcomes oriented for continuous improvement

**STRATEGIC PLANNING**

focused on repositioning the institution; ends once an action item is completed

Source: Fairleigh Dickenson University
**INSTITUTIONAL EFFECTIVENESS**

A continuous process of monitoring and assessing performance in order to enhance and upgrade operations of the College.

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**STRATEGIC PLANNING**

The process of setting short, intermediate, and long term goals within the context of current and predicted conditions of the internal and external environment.

Source: Kansas City Kansas Community College
**Important Comparisons**

<table>
<thead>
<tr>
<th>INSTITUTIONAL EFFECTIVENESS</th>
<th>STRATEGIC PLANNING</th>
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</thead>
</table>

Both based on institutional mission. There is often a symbiotic relationship between the two with commonly shared goals and, sometimes, assessment itself can become a strategic goal.

Source: Fairleigh Dickenson University
“Institutional Effectiveness provides an empirical foundation for Strategic Planning.”

Source: Kansas City Kansas Community College
Important Comparisons

INSTITUTIONAL EFFECTIVENESS

the *results* of operational processes, policies, duties and sites—and their success in working together—to support the management of the academy

STUDENT LEARNING OUTCOMES

the *results* of curricular and co-curricular experiences designed to provide students with knowledge and skills

Source: Dr. Jo Allen, Senior Vice President & Provost, Widener University
<table>
<thead>
<tr>
<th>PROCESS</th>
<th>PRODUCT</th>
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<tr>
<td>stimulates reflection, conversation, and renewal while providing a means of continuing accountability to constituents and the public</td>
<td>a public statement of an institution’s continuing capacity to provide effective programs and services based on agreed-upon requirements</td>
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*SACSCOC Principles of Accreditation, 2008, p. 2*
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<td>The MODEL of assessment that LSCS will develop and follow.</td>
<td>Extensive compilation of effectiveness indicators reported on an annual basis.</td>
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Institutional Effectiveness Model

Identify
- Outcomes
- Objectives

Assess
- Regularly
- Meaningfully

Report
- Annually
- Consistently

Improve
- Based on assessment
- Visibly
IE made SIMPLE

- See through (transparent)
- Institutionalized
- Meaningful
- Planned
- Local
- Engaging
Lone Star College System:
Institutional Effectiveness Assessment Report – 2012 – 2013

College: ___________________ Division: ___________________ Department: ___________________

VISION STATEMENT
Lone Star College System is recognized globally as the premier community college for student success, innovation and partnerships.

MISSION STATEMENT
Lone Star College System provides comprehensive educational opportunities and programs to enrich lives.

PROGRAM PURPOSE STATEMENT
(A broad statement that describes the overall role of a degree or key component area as it relates to the program purpose.)

DIVISION PURPOSE STATEMENT
(Check one)
- INSTRUCTION:
- STUDENT SERVICES:
- ADMINISTRATIVE SERVICES:

DEPARTMENTAL PURPOSE STATEMENT
(A broad statement that describes the overall role of a department as it relates to the program purpose.)

Student Learning Outcome or Departmental Objective
(What specifically do you want to achieve this year?)

Link to Strategic Plan
(How are you going to do it?)

Implementation/Action Steps
(How will this be assessed?)

Assessment Criteria & Evaluation Methods
(How will this be assessed?)

Assessment Results
(Findings)

Use of Results
(Modifications, Improvements, Accomplishments)
Who will be involved?

IE Committee
Dr. Siobhan Fleming
Dr. Lee Ann Nutt

Assessment of Student Learning Outcomes Committee
Assessment of Educational Support Services Committee
Assessment of Operations Committee
Who will be involved?

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Educational Support Services</th>
<th>Operations</th>
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<tr>
<td>CAO/CSS</td>
<td>CAO/CSS</td>
<td>CFO, COO and CIO:</td>
</tr>
<tr>
<td>Instructional representatives from across the LSC System.</td>
<td>Student success representatives from across the LSC System.</td>
<td>Financial Services, Facilities, Security, Human Resources</td>
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</table>
Who does what?

Office of Research & Institutional Effectiveness

- Lead LSCS through a significant paradigm shift to a holistic IE model that aligns with the mission and the strategic plan
- Create a sustainable architecture that will be adaptable to address each critical area in LSCS
- Develop a transparent communications plan to ensure the maturation and evolution of the holistic model
- Create a consistent template for measuring and reporting IE progress
- Support a central, accessible and visible web-based application
Timeline

Spring 2012
- Finish SACSCOC response
- Planning & Development
- Professional Development

Fall 2012
- IE Cycle begins for each “unit”

Spring 2013
- Close IE loop:
  - Report on assessment
  - Report on use of results
- Complete Annual IE report