

Institutional Effectiveness



Galveston College *A Beacon of Light Guiding Lifelong Learning*

What is Institutional Effectiveness?

It isn't an office; it's a process!

- Process for campus self-improvement
- Answers the question: How well are we doing what we say we are doing?



TWO RELATED DEFINITIONS

Institutional Effectiveness: *The degree to which an institution (or department within the institution) is meeting its mission (or having its intended effect or impact)*

Assessment: *A systematic process of gathering and interpreting information to learn how well your unit is performing, and using that information to modify your operations in order to improve that performance.*



IE is Linked to the *Mission*

“GALVESTON COLLEGE, a comprehensive community college committed to teaching and learning, creates accessible learning opportunities to fulfill individual and community needs by providing high-quality educational programs and services.”



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IE is Linked to the *Purposes*

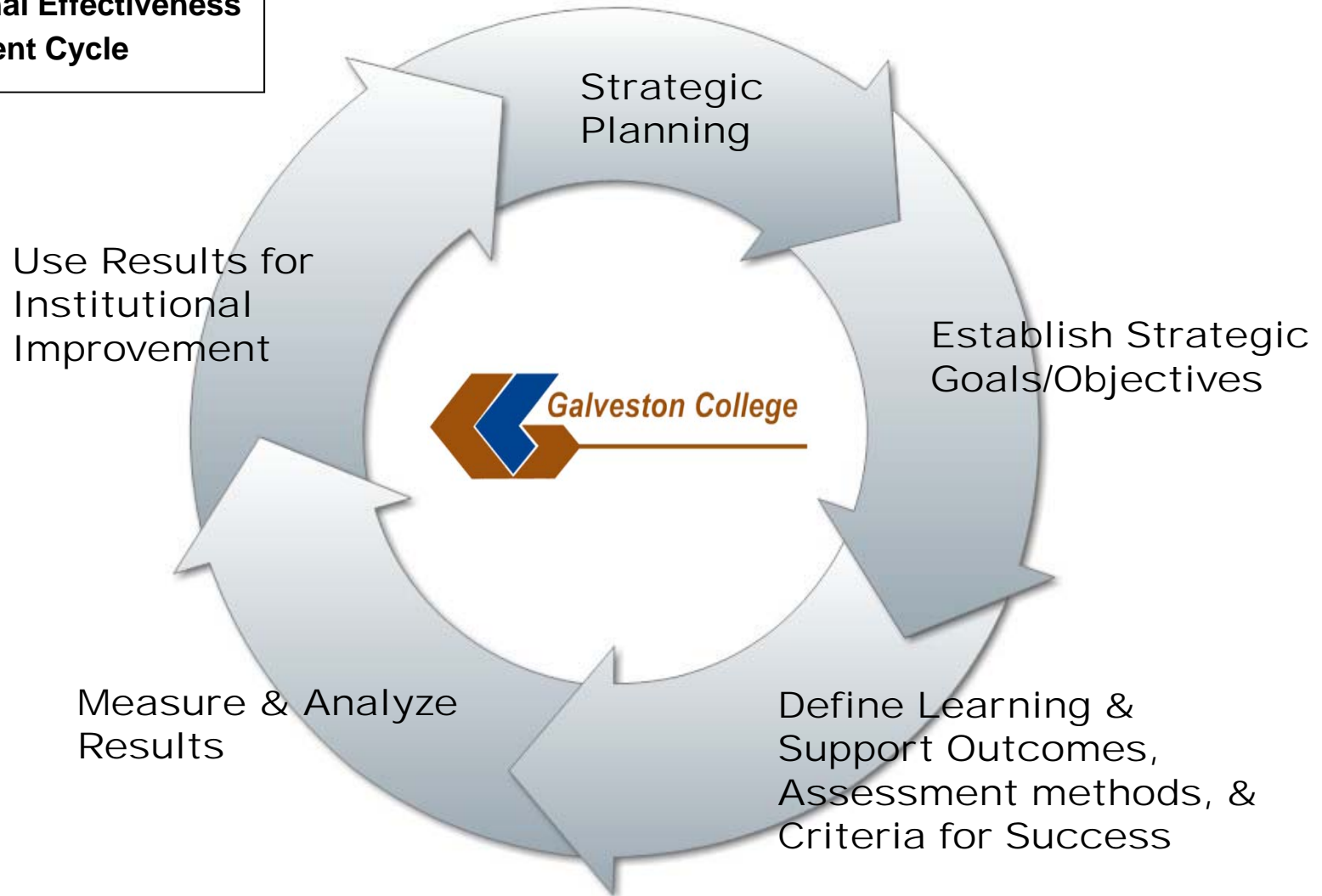
In accordance with Texas Education Code, Section 130.003, the College District shall provide:

- Technical programs up to two years in length leading to associate degrees or certificates;
- Vocational programs leading directly to employment in semiskilled and skilled occupations;
- Freshman and sophomore courses in arts and sciences;
- Continuing adult education programs for occupational or cultural upgrading;
- Compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;
- A continuing program of counseling and guidance designed to assist students in achieving their individual educational goals;
- Workforce development programs designed to meet local and statewide needs;
- Adult literacy and other basic skills programs for adults; and
- Such other purposes as may be prescribed by the Texas Higher Education Coordinating Board or local governing boards in the best interest of post-secondary education in Texas.



IE is Linked to *Planning*

Institutional Effectiveness Assessment Cycle



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Terminology

Strategic Planning:

- *Goals*
- *Objectives*
- *Action Plans*

Institutional Effectiveness:

- *Outcomes*
- *Measurements/Assessment Methodologies*
- *Benchmarks/Criteria for Success*
- *Use of Results for Improvement*



Institutional Effectiveness: Why do it?

- **Good educational & business practice**
 - Right thing to do
 - Needs to become “standard operating procedure”
(part of our culture)
- **Required by our accreditor: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)—*Principles of Accreditation***
 - Core Requirement 2.5
 - Comprehensive Standard 3.3.1



SACSCOC Principles of Accreditation

Core Requirement 2.5

The institution engages in ongoing, integrated, and institution-wide research- based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

Comprehensive Standard 3.3.1: Institutional Effectiveness

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



Looking at the Words of C.R. 2.5

Ongoing...

- **Not a partial process, but one where you have “closed the loop” (more than once)**
- **Recent evidence**
- **Written in present and past tense**



Looking at the Words of C.R. 2.5

Integrated...

- **Linked to budget planning**
- **Linked to unit assessments**
 - Flow from strategic plan to unit plans
 - Flow of information from unit assessment to institutional assessment
- **Strategic Planning is linked to operational planning**



Looking at the Words of C.R. 2.5

Institution-wide...

- **Strategic Planning or its equivalent**
- **Institution-level assessment**
- **Pervasive/broad-based involvement**



Looking at the Words of C.R. 2.5

Research-based...

- **Data-driven Decisions**
 - Improvements can be traced back to data and its evaluation
- **Actual research products involved, with real results to present**
 - Surveys
 - Consultant reports



Looking at the Words of C.R. 2.5

Systematic review...

- **Process itself presented and described**
- **Process clearly followed**
- **Not a collection of *ad hoc* activities**



Looking at the Words of C.R. 2.5

Result in continuing improvement in institutional quality...

- Actual evidence of improvements (institutional, not just unit level)
- Can see linkage to assessment and planning

Demonstrate the institution is effectively accomplishing its mission.

- Emphasis on Mission
- Strategic Plans that are utilized and followed, not put on a shelf until the following year



A Closer Look at C.S. 3.3.1

The institution...

Identifies expected outcomes...

These include:

- **learning outcomes** (What do you want a student to ***know, do, or think*** at the completion of an activity or course of study—knowledge, skills, or values?)
- **administrative or other support unit outcomes** (How will the *student's life or campus experience be improved* as a result of the services provided?)

Assesses the extent to which it achieves these outcomes...

- **We measure students against a standard to determine if they meet that standard or not, and to what degree they meet it. Not just pass/fail.**
- **When we compared our students' performance against our chosen benchmark, what did the data show? How can we improve student performance OR our performance with respect to our students?**



C.S. 3.3.1

Provides evidence of improvement based on the analysis of the results...

- **At the time of review, the institution must produce “mature data,” or sufficient information that was used as a basis for sound decision making.**
- **There must be evidence of improvement based on the analysis of assessment results, as opposed to a plan for improvement. (i.e., show *what we have done*, not *what we plan to do*)**



C.S. 3.3.1

While we think in terms of evaluating our educational programs & measuring student learning outcomes (3.3.1.1), we must also assess:

3.3.1.2 Administrative support services

3.3.1.3 Academic and student support services

3.3.1.4 Research (not applicable to GC)

3.3.1.5 Community/public service



Comprehensive Standard 3.3.1

Educational Programs

General Education
(C.S. 3.5.1)

Each Degree &
Certificate Program

Administrative Support Services

Administration
Admissions & Records
Financial Aid
Technology Services
Student Services
Counseling/Advising
Career Placement
Special Needs
Testing
Childcare
TRIO/BBS
Campus Security
IT Services
Housing
Student Complaints
Bookstore
Athletics

Academic & Student Support Services

Library/Cybrary
(C.S. 3.8.1)

Learning Resource Center

Student Success/Tutoring

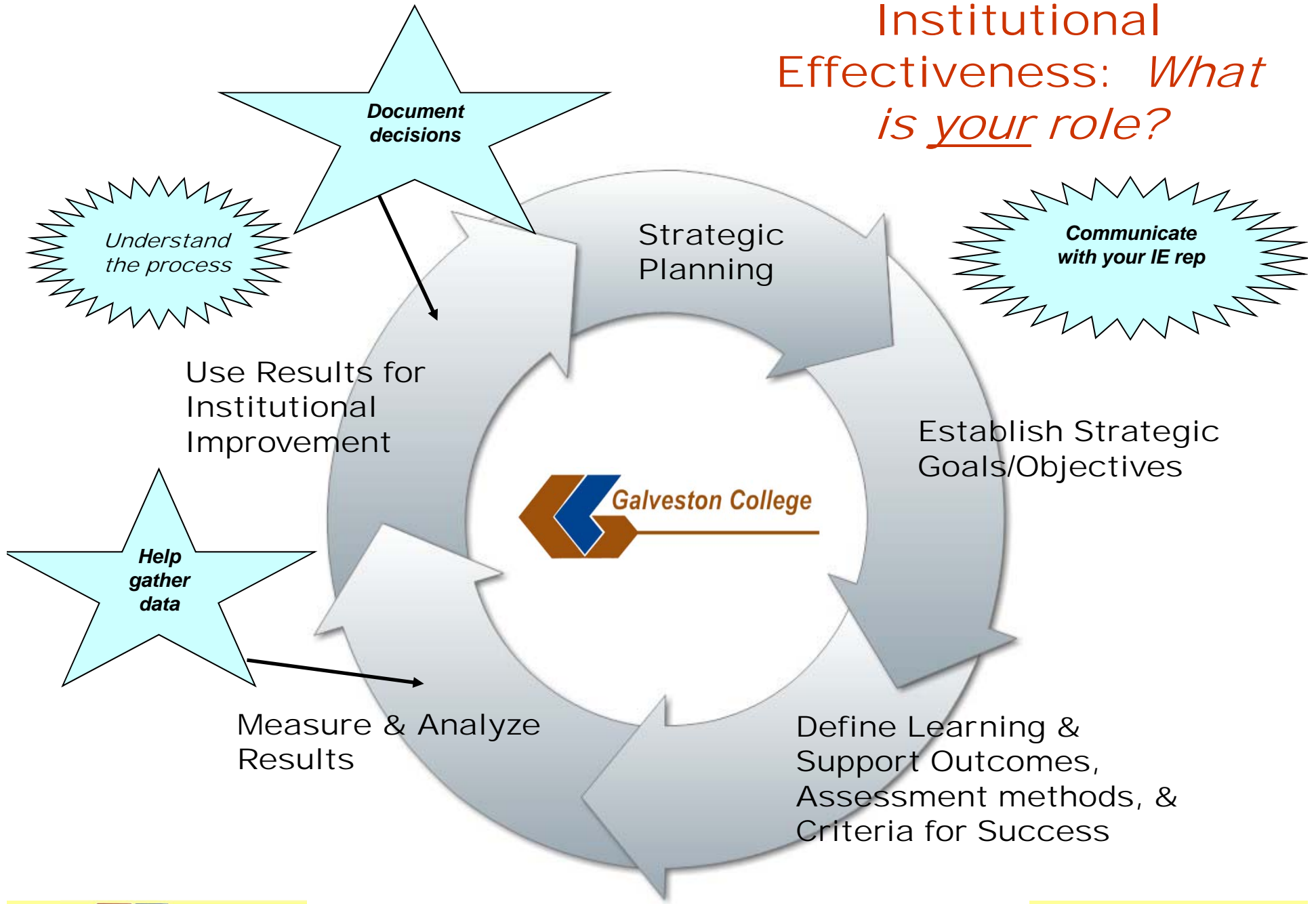


Institutional Effectiveness: *Key Components*

- **Measures Mission & Purposes**
- **Focuses on Student Outcomes**
- **Ongoing**
- **Research-based**
- **Integrated with Planning Cycle**
- **Campus-wide: Measures both Educational (Academic) & Institutional (Administrative & Support) Effectiveness**
- **Leads to Improvements**



Institutional Effectiveness: *What is your role?*



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IE on Campus

IE Committee

- **Presidential support**
- **VP Involvement**
- **Representative of entire campus:**
 - Administration, Academics, Student Affairs, Financial Services, Admissions, General Education, Library Services, Information Technology, Human Resources**
- **Connected to the entire College**
- **Regular communication & reporting**
- **Monthly University IE Committee meeting**

