

Through the Eyes of an Institutional Effectiveness Evaluator

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SACS Summer Institute—Atlanta, GA

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10:15–11:45 am & 3:30–5:00 pm

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What purpose does IE serve?

- IE displays accountability of the stakeholders' **trust**; it's about **stewardship** of the intellectual, financial, and other resources entrusted to the institution, program, or department.
- IE enables academic programs to determine if they are achieving outcomes, so that discipline experts can pointedly **adjust curriculum or pedagogy**.
- IE enables support units to add strategies or **adjust operations**, if not meeting the standard of success.

OVERVIEW

I. The IE **Evolutionary Cycle**

II. **2.5 & 3.3.1 Documentation**

III. IE Narrative **Organization**

IV. **Conducting an IE Audit**



I. *IE Evolutionary Cycle:*

When institutions first **begin** IE:

- A **perfunctory** exercise
- A very **basic** understanding
- Similar to any **developmental** process—writing, cooking, painting, or race car driving
- **Nuances** indicate if you've “practiced”



I. Institutions early in the IE evolutionary cycle:

- Think course grades = program assessment.

“Because many factors contribute to an assigned grade, it is almost impossible to make inferences about what a student knows or can do by only looking at the grades for a course.” *Do Grades Make the Grade for Program Assessment?*

By Dr. Gloria Rogers

<http://www.abet.org/Linked%20Documents-UPDATE/Assessment/Assessment%20Tips4.pdf>



I. Institutions early in the IE evolutionary cycle:

- Mistake completed strategies ✓ for assessments.

Examples of Confusion

Engineering Program “Outcome”:

Hold a Career Fair for graduates

Assessment: Completion of Career Fair

Results: ?

Human Resources “Goal”: Update F-S Hdbk

Assessment: Completed the update

Results: ?



I. Institutions early in the IE *evolutionary cycle*:

- **List** portfolios, papers, or presentations as an assessment but have not developed a rubric.

Example-Incomplete Use of Portfolios

Art Outcome: Students will demonstrate proficiency in 2 of 3 media (watercolor...)

Assessment: Portfolio

Comment: 10 of 12 graduating seniors submitted high quality portfolios.

Results: ?



I. Institutions early in the IE *evolutionary cycle*:

- **Try** to cover with academic jargon or instruct on what IE is and is not.
- **Are** not specific enough or are too specific.
- **Write** too much to cover for lack of substance.
- **Confuse** personnel evaluation with department evaluation.
- **Attribute** lack of consistency to the prior format, method, or person.



I. Institutions early in the IE evolutionary cycle:

- **Poorly align** assessments w/ outcomes & goals.

Examples of Misalignment

Aviation Outcome #3: To develop ethical pilots with character who are leaders in their field.

Assessment: FAA Exams

Facilities Outcome/Goal #2: To resolve work orders in residence facilities within 24 hours.

Assessment: Student feedback



I. Institutions early in the IE evolutionary cycle:

Fail to close the loop, which means:

1. Modifications come from nowhere (not tied to assessment results).

2. No assessment results are cited.

no results = no use = no improvement = no compliance

3. Nothing done about assessment results cited.



I. Institutions early in the IE *evolutionary cycle*:

- **List** a summary of improvements.

Example of Summary

1. Added an internship experience to the capstone course for journalism
2. Began tracking work orders for information technology
3. Increased funding for the library



I. **Advanced** institutions in the IE *evolutionary cycle*:

- **Recognize** that surveys are indirect, subjective, incomplete assessments of academic programs.
- **Have modified** more than the assessment measure or means (e.g. not just added a study session).



I. Advanced institutions in the IE *evolutionary cycle*:

- **Understand** what student learning outcomes are and how they are written.
- **Have refined & aligned** assessments with outcomes.
- **Exhibit** multiple years of data to illustrate improvement.
- **Benchmark** against other institutions.



Advanced institutions in the IE *evolutionary cycle*:

- **Have established** standards for success in meeting their outcomes or goals.
- **Exhibit** more polished documentation (e.g. comparing to prior years' results).
- **Offer** cogent analysis.



I. Advanced IE institutions:

- **Use** an assortment of well-matched assessment types
 1. **Academic units**—major field tests, certification exams, exit interviews, employer surveys, rubrics for portfolios, internship supervisor surveys, etc.
 2. **For support units**—internal logs, financial records, audits, work order summaries, internal & external surveys, focus groups, etc.



I. Advanced IE institutions:

- **Can differentiate** between strategic planning and institutional effectiveness.

Strategic Planning is the long-term, rifle-shot aim you take at future, targeted goals. It moves you beyond the status quo and includes new initiatives.




I. **Advanced** IE institutions can differentiate:

Institutional Effectiveness is operational, covers the bases, maintains the core of your operations, and sees that you accomplish your reason for existence. Unless the scope of the academic program or department changes, these outcomes do not change much from year to year. Strategies for accomplishing these outcomes or goals might, and probably should, change.




I. **QUESTIONS ON THE IE EVOLUTIONARY CYCLE?**

- A. Is your institution early or advanced?
What will cause them to evolve?
- B. Are there select academic programs and support units who can teach others?
- C. What can you do if your compliance certification is due in two years? Six months?
- D. Is it necessary to assess every outcome every year?



II. Documentation: What must the IE reviewer see?

PRACTICE
POLICY
PRODUCT



II. Documentation: What must the IE reviewer see?

- Numbers; percentages; comparative, longitudinal data. *Research-based. 2.5*



What else? Enough to judge compliance.

- IE documentation for ? **complete cycles.** *Ongoing. Systematic. 2.5*
- **How** many cycles does it take to prove that IE is more than episodic?



What else? Enough to judge compliance.

- That leaders analyze, share, discuss, and act upon the results. *Analysis. Integrated. 3.3.1*



What else?

- **Highlighted sections pointing to the proof.**
Evidence of improvement.
3.3.1



What else can help your position?

- **Consider** your audience!
Focused narrative with clarity is preferred over flowery prose.
- **Organization** helps.
- **Remember the Three P's**
...Practice. Policy. Product.



II. QUESTIONS ON DOCUMENTATION?

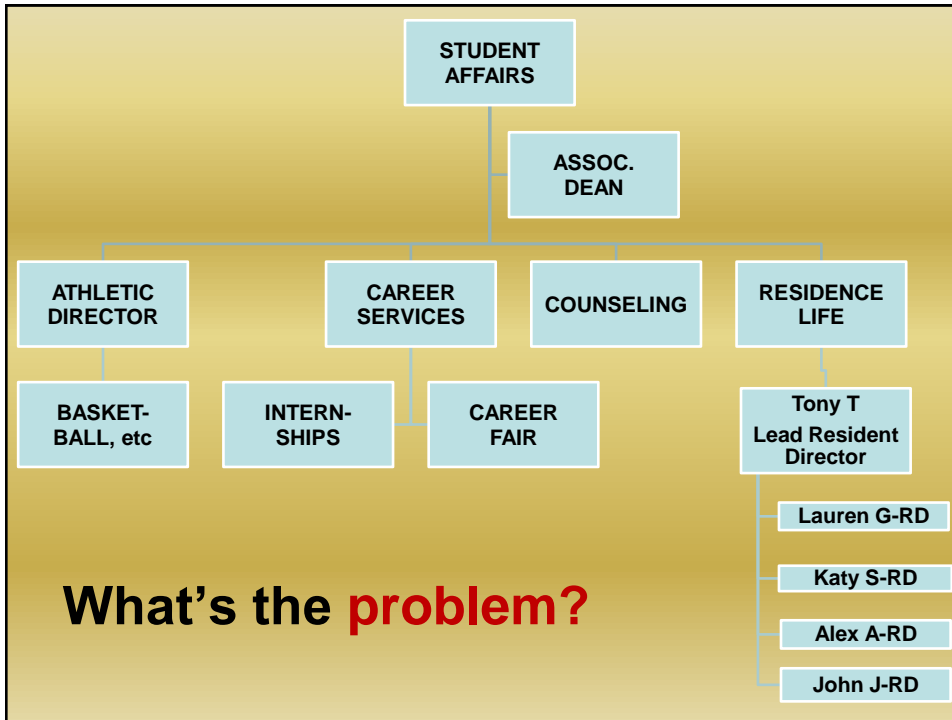

- A. Have you read all of your IE reports in in the space of a day?
- B. What if you know that the IE reports are too long and contain extraneous information?
- C. If the reports do not cite results (numbers), what can you do about it now?



III. Organization: Where does the IE reviewer begin?

- Organizational charts, policy books, catalog(s), and website.
- Provide charted overviews of programs & departments matched to these.

Institution-wide. 2.5

III. **Common** problems with organization

- **No overview** of which units submit IE and when
- **Multiple** formats for documentation
- **Confusion** about programs offered in traditional vs. nontraditional formats; main campus vs. online or off-campus

- **Organized overview (partial)**

Institution-wide.

Year → ↓ Program	Plan 09-10	Results 09-10	Plan 10-11	Results 10-11	Plan 11-12	Results 11-12
Athletics	✓	✓	✓	X*	✓	✓
Career Services	✓	✓	✓	✓	✓	✓
Counseling	✓	✓	✓	✓	✓	X*
Student Activities	✓	✓	✓	✓	✓	✓
Rez Life	✓	✓	✓	✓	✓	✓

* Change in directors.

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III. Common problems with organization

- **Inconsistent** names used for same program, office, or assessment
- **Mismatch** between IE academic unit documentation & information in the catalog or the website



III. How do programs represent themselves on [www. .edu](http://www.rasmussen.edu)?

“...prepares students for an ever-changing business environment...by offering market-focused skills and leading-edge programs that address the global marketplace. We measure our success by the academic performance, commitment to life-long learning, and professional contributions of our graduates. Graduates...will be active contributors and leaders in their chosen fields and diverse communities.”

<http://www.rasmussen.edu/degrees/business>

III. What **assessments** can measure?

- Prepares students for...
 - ✓ Academic performance
 - ✓ Life-long learning
 - ✓ Professional contributions
- Within the
 - ✓ Ever-changing business environment
 - ✓ Global marketplace
 - ✓ Diverse communities

III. Do web-words **match** IE outcomes?

“...Arts & Sciences prepares students to take their place in a complex and independent world as thoughtful people and involved citizens...to read perceptively, think clearly and creatively, communicate accurately and effectively, and sharpen their powers of analysis and synthesis...facilitating excellence in teaching and fostering...creativity, and community involvement.”

<http://www.ccsu.edu/page.cfm?p=7964>

III. What **assessments** can measure?

- Prepares students to...
 - ✓ Be thoughtful people
 - ✓ Be involved citizens
 - ✓ Read perceptively
 - ✓ Think clearly; think creatively
 - ✓ Communicate accurately; communicate effectively
 - ✓ Sharpen powers of analysis; synthesis
 - ✓ Be involved in the community
- Within a
 - ✓ Complex world
 - ✓ Independent world

III. Organize narrative by **key terms**.

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

III. Organize narrative by **key terms**.

- ✓ Ongoing
- ✓ Integrated
- ✓ Institution-wide
- ✓ Research-based
- ✓ Systematic
- ✓ Accomplishing Mission
- ✓ Continuing Improvement



III. Organize narrative by **key terms**.

Core Requirement **2.5** Example Narrative

ONGOING—The [chart of IE units](#) with their submission dates illustrates that 95% of the institution's academic programs and support units have engaged in IE processes fully for four cycles, beginning in 2008-2009 and continuing through 2011-2012. Prior to that, academic programs and support units had measures in place and assessed their goals; however, documentation was intermittent without standardization in format...

INTEGRATED—IE processes are integrated into the fabric of the academic programs and support units. An example of [minutes](#) from an Academic Council meeting illustrates that deans bring the assessment results for discussion each spring. In addition, an example [e-mail](#) from Student Affairs reminds directors to bring IE charts to the weekly directors' meeting for progress reports.

Strategic planning and IE are integrated into the budgeting process, as noted in the [Budget Calendar/Cycle](#) and [minutes](#) of the Cabinet...

INSTITUTION-WIDE—A comparison of the university's organizational charts and its [chart of IE units](#) illustrates the great majority of the academic programs and support units engage in planning and assessment. The recent self-audit identified deficiencies in two areas. As a result, the [Leadership Center](#) (established in 2010) and the [Master of Educational Leadership](#) (2011) now have written plans. Results will follow the same cycle.

Institution-wide support for IE is found in policy 1.9 from the [Faculty-Staff Handbook](#), in the make-up of the standing [Accreditation and Assessment Committee](#), and in the [Academic Committee](#) of the Board of Trustees...



III. What else? Practice, Policy, & Product for all key terms.

- **Research-based**
- **Systematic**
- **Continuing improvement**
- **Accomplishing mission**

III. Organize narrative by **key terms**.

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...

- Identifies Outcomes
- Assesses *these* Outcomes
- Evidences Improvement (or uses results)
- Analyzes Results

III. QUESTIONS ON ORGANIZATION?

- A. Is it possible to hide lack of Product by writing more on Practice? Is it enough to describe your Policy?
- B. What can you do about your org charts and IE overview chart?
- C. What can you do about the web representations?





IV. How can you know if you are in *compliance?*

Institutional Effectiveness Audit



IV. Conducting an **IE Audit**

- **Look** at documentation through the eyes of an off- or on-site committee member.
- **Understand** what they must see in the documentation.
- **Make** their jobs easier.

How?

IV. Conducting an **IE Audit**

1. Together, we will read through Academic Examples 1 & 1A on Criminal Justice.
2. As we make judgments about compliance, complete a line on the IE Audit Form for Criminal Justice.
3. Questions about the form, the handouts, or the process?

Institutional Effectiveness **Audit**

	STUDENT LEARNING OUTCOMES	ASSESS- MENTS	CITES RESULTS	USE OF RESULTS/ EVIDENCE OF IMPROVE- MENT	ANA- LYSIS	YR	YR
Undergraduate Programs							
Criminal Justice							
NOTES-							
Next Program							
Total Score							

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Academic Example 2: IE Audit

1. On your own and silently, read through Academic Example 2 on Engineering Technology-Aeronautical/Mechanical Concentration.
2. As the IE evaluator and based on the documentation alone (no discussion yet), judge if Engr Tech-Aero/Mech Concentration is in compliance.
3. You have 7 minutes to complete a line on the IE Audit Form.

Institutional Effectiveness Audit

	STUDENT LEARNING OUTCOMES	ASSESS -MENTS	CITES RESULTS	USE OF RESULTS/ EVIDENCE OF IMPROVE- MENT	ANA- LYSIS	YR	YR
Undergraduate Programs							
Engineer- ing Tech, Aero/Mech							
NOTES-							
Next Program							
Total Score							

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Academic Example 2: IE Audit

After making your own judgments, answer the following with your neighbor.

- Was it easy to judge compliance or noncompliance? Why/why not?
- Was anything confusing about the documentation?
- Do you think they are doing more than the documentation shows? Why?
- Did you feel as though you were guessing?
- What's wrong with the documentation?
- What's right with it?

Reconvene for discussion as a large group, **do you think**:

- A. They are in compliance?
- B. IE is systematic for them?
- C. Assessment results are analyzed at department meetings?
- D. They have completed enough IE cycles?
How many?
- E. You would enroll your son or daughter in this engineering tech program?

Support Unit Example 3 & 3A: IE Audit

1. Together, we will read through the Support Unit Example 3 & 3A for Alumni Relations.
2. As we make judgments about compliance, complete a line on the IE Audit Form for Alumni Relations.
3. Questions about the form, the handouts, or the process?

Institutional Effectiveness Audit

	STUDENT LEARNING OUTCOMES	ASSESS-MENTS	CITES RESULTS	USE OF RESULTS/ EVIDENCE OF IMPROVE-MENT	ANA-LYSIS	YR	YR
Support Units							
Alumni Relations							
NOTES-							
Next Program							
Total Score							

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Support Unit Example 4: IE Audit

1. On your own and silently, read through all of Support Unit Example #4 on Campus Security. Underline anything that looks important.
2. As the IE evaluator and based on the documentation alone (no discussion yet), judge if Campus Security is in compliance.
3. You have 7 minutes to complete a line on the IE Audit Form.

Institutional Effectiveness Audit

	STUDENT LEARNING OUTCOMES	ASSESS-MENTS	CITES RESULTS	USE OF RESULTS/ EVIDENCE OF IMPROVE-MENT	ANA-LYSIS	YR	YR
Support Units							
Campus Security							
NOTES-							
Next Program							
Total Score							

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Support Unit Example 4: IE **Audit**

After making your own judgments, answer the following with your neighbor.

- Was the evidence research-based?
- Did they assess their goals/outcomes?
- Did they cite results?
- Can you tell if they used the results?
- Do their results show continuous improvement as compared to prior years?
- Early or advanced in IE evolution? Why?
- How can the documentation be improved?



IV. **Conducting** an Internal IE Audit

- **Schedule** time between unrelated departments.
- **Read & re-read** 3.3.1.
- **Locate** documentation on the web for a practice exercise.
- **Walk through** the IE Audit Form like “grading.”



IV. Conducting an Internal IE Audit

- **Take** one year's plan for your own program/support unit & **exchange** with another very different program/unit.
- **Understand** better when it is not your own writing.
- **Repeat** with results for same year; repeat for more cycles.



IV. Does the IE Audit take a long time?

- **Not as long** as “digging out” from noncompliance
- **Not as long** as persuading academic programs and support units to correct their IE documentation between the off- and on-site visits



IV. Does the IE Audit take a long time?

- **Not as long** as rewriting the narrative of 3.3.1 for the focused report
- **Not as long** as sending all of the new documentation to the on-site team



IV. Does the IE Audit take a long time?

- **Not as long** as explaining to your president why the report found 3.3.1 in noncompliance
- **Not as long** as submitting follow up report(s)¹⁺

QUESTIONS or COMMENTS?

If you would like an MS Word version of the IE Audit Form that you can adjust to fit your own institution, e-mail me with assurance that you will keep my reference information intact, and I will send you the electronic file.

mpalmer@etbu.edu

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