

# Institutional Effectiveness for Quality Improvement

Small College Initiative

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Commission on Colleges



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## Topics for this Session

- Institutional Effectiveness Defined
- Reasons for Institutional Effectiveness
- IE in the *Principles*
- Keys to Effective IE Processes
- Common Problems in IE



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## Institutional Effectiveness

“Institutional effectiveness is the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution. ... A commitment to continuous improvement is at the heart of an ongoing planning and evaluation process. It is a continuous, cyclical process that is participative, flexible, relevant, and responsive.

SACSCOC, *Resource Manual for the Principles of Accreditation* (2005), p. 9.

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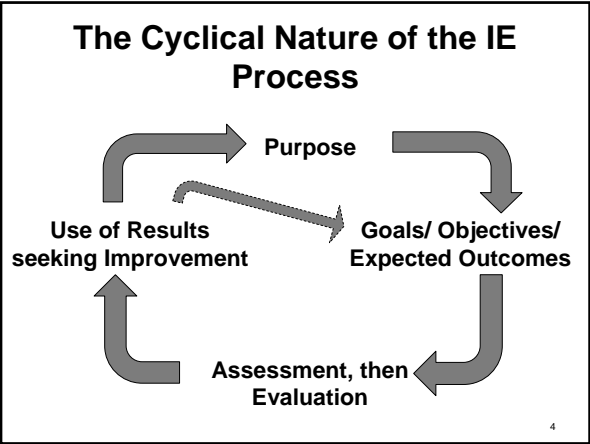
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- ### Reasons for IE
- Planning
  - Improving Efficiency
  - Improving Quality
  - Accountability
  - Maintaining Focus
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- ### IE in the SACSCOC Accreditation Process
- Explicit Standards
  - Implicit Standards
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## Explicit IE Standards

### 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.

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## Explicit IE Standards

### 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
- 3.3.1.4 research within its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate

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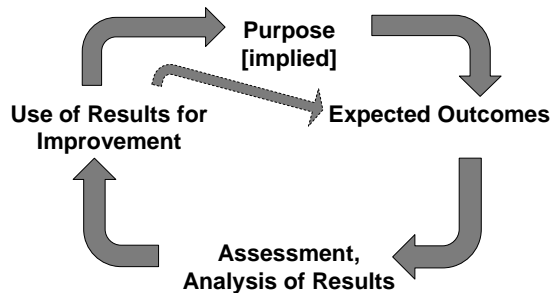
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## The Language of CS 3.3.1 and the Cyclical Nature of the IE Process



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## Implicit IE Standards [selected]

### CR 2.10:

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

### CS 3.3.2:

The institution has developed a Quality Enhancement Plan that ... (3) identifies goals and a plan to assess their achievement.

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## Implicit IE Standards [selected]

### CS 3.5.1:

The institution identifies college-level general education competencies and the extent to which graduates have attained them.

### FR 4.1:

The institution evaluates success with respect to student achievement including, as appropriate, consideration of course completion, state licensing examinations, and job placement rates.

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## Implicit IE Standards [selected]

### CS 3.4.7:

The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual Agreements ... and evaluates the consortial relationship and/or agreement against the purpose of the institution.

### CS 3.4.12:

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs...

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**Recent Compliance with IE Standards:  
CR 2.5 – Institutional Effectiveness**

Percentage with a negative finding  
2009 and 2010 Reaffirmation classes

Stage of Process	Institutions with <1,500 FTE	HBCUs	All Institutions
Number of Institutions	71	27	174
Off-site Noncompliance	46%	52%	34%
On-site Recommendation	23%	19%	11%
Commission Monitoring Report	8%	11%	5%

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**Recent Compliance with IE Standards:  
CS 3.3.1 – Institutional Effectiveness**

Percentage with a negative finding  
2009 and 2010 Reaffirmation classes

Stage of Process	Institutions with <1,500 FTE	HBCUs	All Institutions
Number of Institutions	71	27	174
Off-site Noncompliance	89%	85%	79%
On-site Recommendation	69%	52%	51%
Commission Monitoring Report	35%	30%	30%

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**KEYS TO AN EFFECTIVE  
INSTITUTIONAL EFFECTIVENESS  
PROCESS**

■ **Strong Leadership**

- Starts at the top: CEO, CAO
- Need for Advocates

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**KEYS TO AN EFFECTIVE  
INSTITUTIONAL EFFECTIVENESS  
PROCESS**

■ **Start with the End in Mind**

- Purpose determines Objectives/Expected Outcomes
- Expected Outcomes determine appropriate assessment tools
- Evaluation of assessment results yield ideas for improvements

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**KEYS TO AN EFFECTIVE  
INSTITUTIONAL EFFECTIVENESS  
PROCESS**

■ **Appropriate Motivation**

- Ownership of the process
- Reports are read by others
- Recognized internal benefits
- Sustainable process

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**KEYS TO AN EFFECTIVE  
INSTITUTIONAL EFFECTIVENESS  
PROCESS**

■ **Adequate Support**

- Position within the organization
- Staffing
- Assessing AND Evaluating
- Continuity of resources

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**KEYS TO AN EFFECTIVE  
INSTITUTIONAL EFFECTIVENESS  
PROCESS**

**■ Actionable Data**

- Data fits the outcomes, not vice versa
- Right degree of disaggregation
  - Not too general
  - Not too specific
- Local analysis of externally produced data

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**Common Problems**

**■ Dual IE Systems**

- Real Process is not the Official Process
- Excessively complex IE Processes
- Symptoms:
  - Blank/partial reports
  - Nonsensical data findings
  - "Target met, no action needed"
  - "SACS Report" as a title
  - Software instead of substance

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**Common Problems**

**■ Ignoring Existing Possibilities**

- Board Books
- Capstone classes
- Department meetings
- Using local codes in surveys
- Using consortia

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**Common Problems**

■ **Free Agents**

- Programs versus Courses
- Misuse of Academic Freedom arguments

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**Some Really Good Resources**

Michael Middaugh, *Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness* (Jossey-Bass, 2009).

Linda Suskie, *Assessing Student Learning: A Common Sense Guide*, 2<sup>nd</sup> Ed (Jossey-Bass, 2009)

Barbara Walvoord, *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education* (Jossey-Bass, 2004)

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**Discussion and Questions**

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