

The Institutional Effectiveness Process at SJU: From Unit Assessment to Institutional Decision Making

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Resources in Higher ED

Types of resources at an academic institution...

Human

Financial

Physical

Technological

Curricular

Temporal

Instructional

Etc.

167

Source: Sean McKittrick 2015 Workshop

Group Activity

- Discuss how assessment results are documented, shared, discussed, and utilized for the betterment of your department/program.
- Discuss the challenges you have in using assessment results to ensure and advance quality and effectiveness of your department/program.

Institutional History

- Self-Study: Requested follow up Evidence for Standards 2, 4, 7, 12, and 14.
- Monitoring Report due March 15, 2015.
- Progress Report (Standards 2, 7, 12, and 14) due October 1, 2016.



Challenges at SJU

- Disconnect between assessment process and efforts in CAS, HSB and GE
- Disconnect between Academic and Non-academic unit planning and assessment
- Disconnect between assessment results and budgeting/planning process
- Renewal in top leadership: President, Provost, CFO, CAS Dean, etc.
- New Strategic Planning Process just started



Institutional Effectiveness Committee

- Established late Fall 2014
- Current Membership:
 - 7 faculty members representing CAS (3), HSB (2) and GE (2)
 - 7 administrators: IE, IR, IT, Academic Affairs, Facilities, Advancement, Student Life
- 20 meetings in AY 2015-16.

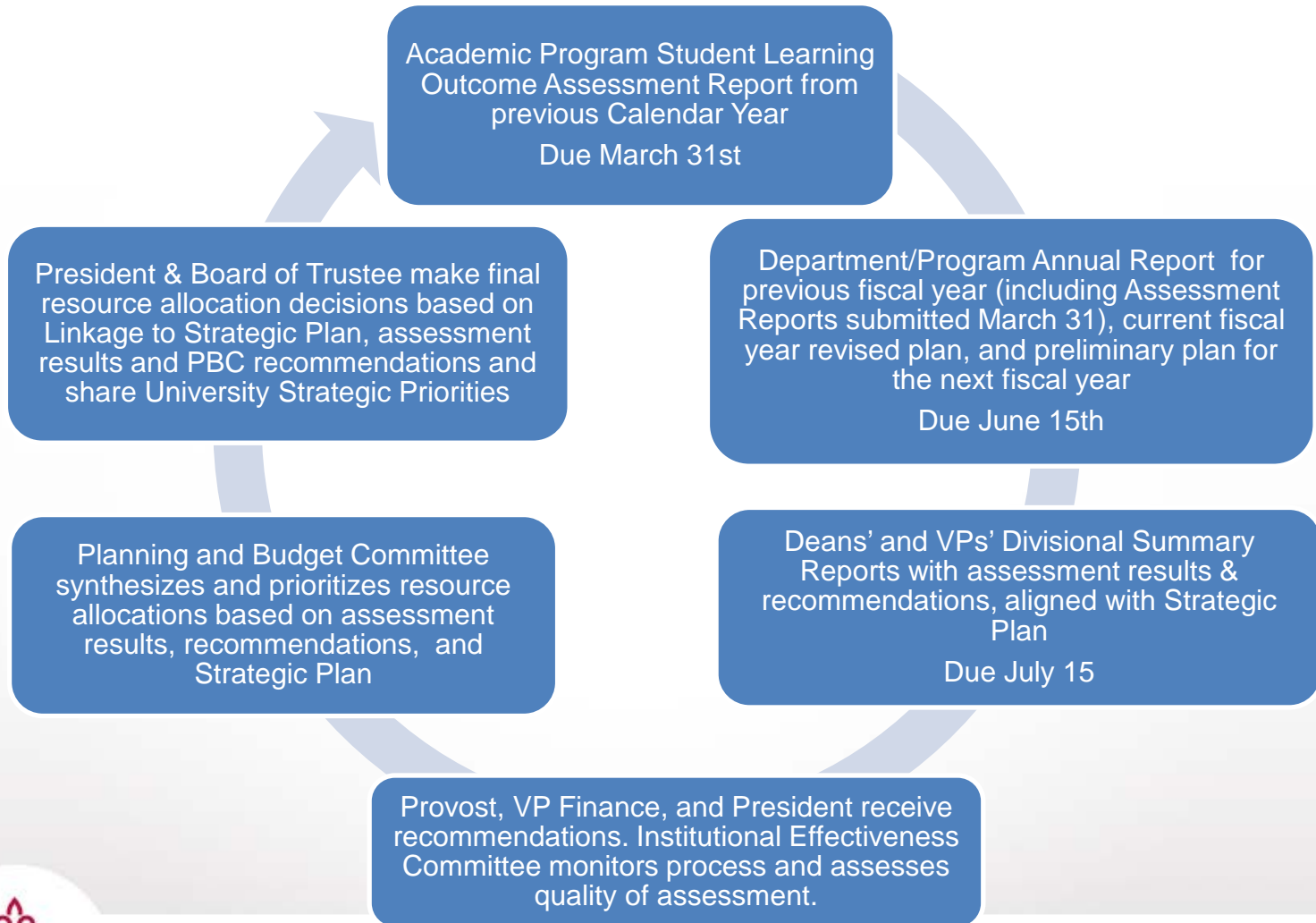
IEC Charge

- To articulate and maintain the university-wide planning and assessment process.
- **To ensure that assessment data from academic and non-academic units is taken into account in the planning and budgeting process.**
- To ensure that the articulated goals and outcomes for both academic and non-academic units are connected with strategic planning goals and outcomes (mapping).
- To ensure the quality of assessments.

IEC Achievements

- New universal report templates and instructions which map goals and objectives to the Strategic Planning goals
 - Academic Assessment Report
 - Program Annual Report
 - Divisional Summary report
- Reporting Timelines
- Institutional Effectiveness Planning and Assessment Manual (A “Living” Document)
- Assessment of assessments process: tools for our work such as organization charts and feedback surveys, IEC evaluation team work, workshops and trainings.

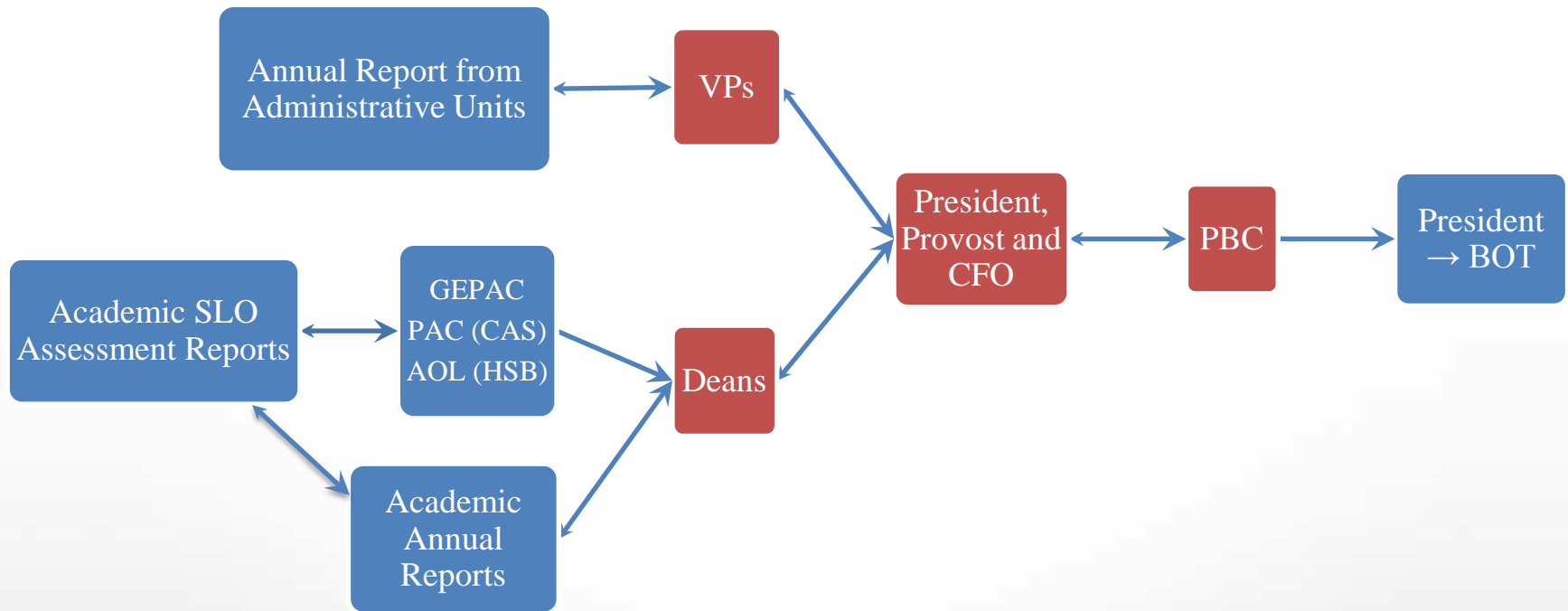
Articulate University-Wide Planning and Assessment Cycle



PBC!

- Shared Governance Task Force Report completed in August 2015
- Operating principles for shared governance approved December 2015
- Planning and Budget Committee - with new functions, replaced the IPBC Fall 2016.
 - Co-chaired by Provost and CFO
 - 12 members: 5 faculty, 5 administrators, 1 student, 1 staff

Assessment and Planning Process for Resource Allocation



A Walk through the Process...

In the College of Arts and Sciences:

- Reports on Intersession and Spring assessments due October 31
- Reports on Summer and Fall assessments due March 31
- All reports posted on public site. Analyzed by PAC.

CAS PAC

Planning and Assessment Committee

- A standing Committee of the College Council

Functions:

- Aids dean in setting long-range goals of the college
- Receive and review SLO assessment reports
- Make recommendations to programs r.e. convergence of stated goals for student learning and assessed learning outcomes

Template Used to analyze SLO reports

Program	Program SLOs Assessed Fall 2015	# Courses Assessed Fall 2015	SLOs met/ not met	Actions taken/not taken	Changes at the course level
SAMPLE	3 SLOs assessed	7 courses 10 sections assessed	yes	yes	Yes – trying new common assignment
Changes at the program level	Need for resources (financial, human, material, training)	Other actions	Other concerns, issues, trends	Recommended actions on the report or process	Additional comments (optional)
Revising SLO for clarity	Requested smaller classes or more sections	Yes, request for a workshop on summative assessment	Expectations seem low	Workshop on setting expectations?	Likert scale, no rubric

Additional Categories:

- Expectations clear and reasonable?
- Effective assessment method?
- Common rubric?
- Evidence of discussion of results?
- Mapped to University SLO's?

PAC Report to CAS

- Compliance rates
- Assessment results
- Action plans
- Requested Resources
- Observations on college process
- Identification of strong/model reports
- Identification of areas for improvement



Program Annual Report/Plan Process

Annual Report Due
June 15, 2016 by
Department Chairs

Humanities Division (8 reports)

Social Science Division (8
Reports)

Math, Natural Sciences Division
(7 Reports)

Education Division (6 Reports)

Interdisciplinary Programs
(Multi-departmental) (14 mini
reports)

Professional and Liberal
Studies (Adult Degree
Completion) (1 report)

Associate Deans
in Humanities,
Social Science,
Natural Sciences,
Education and
others review
annual reports

CAS Divisional Summary
Report to be completed by
the Dean due on July 15,
2016

Provost

Program Annual Report

- Refers back to previous Fiscal Year
- Presents results of all plans, goals, initiatives.



Program Annual Plan

- Refers to current Fiscal Year

All plans should reflect the following:

- Response to Academic SLO assessments
- Human resource needs
- Goals linked to the University Strategic Plan
- Plans for budget reallocations, spend of endowment funds or other donations
- Other important activities

Also Submitted

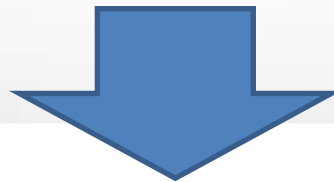
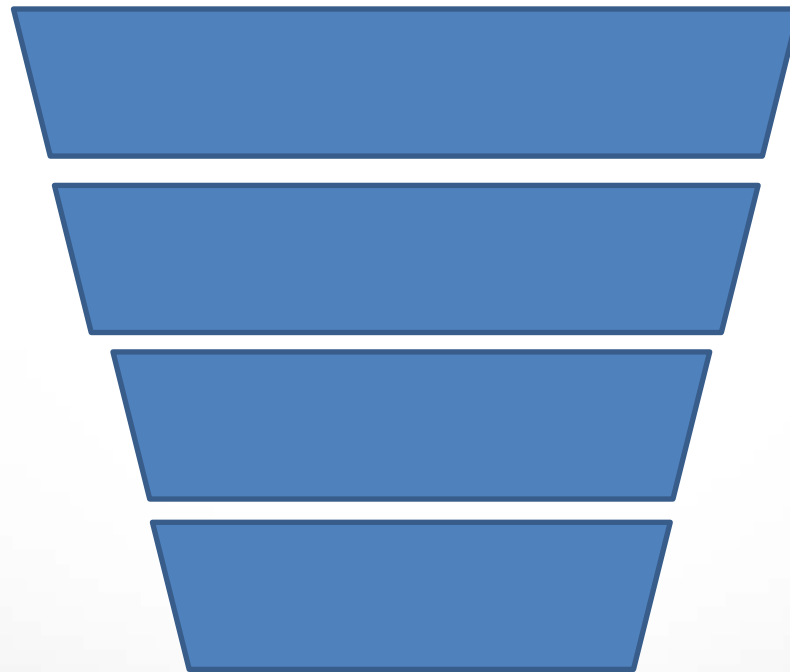
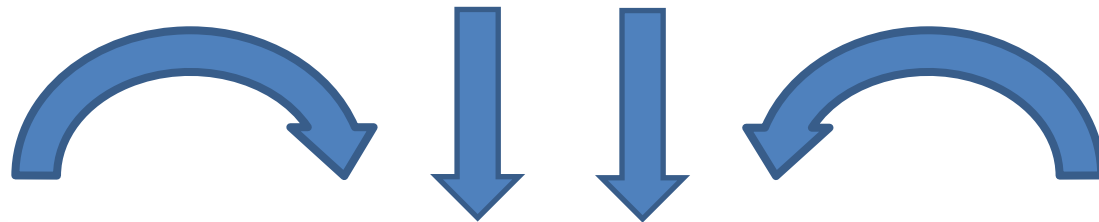
Preliminary Plan: Next Fiscal Year

- These plans are also linked to previous year's activities, assessments, and strategic plan

Includes:

- anticipated large Capital purchases
- hiring initiatives
- major budget reallocations

All of this information

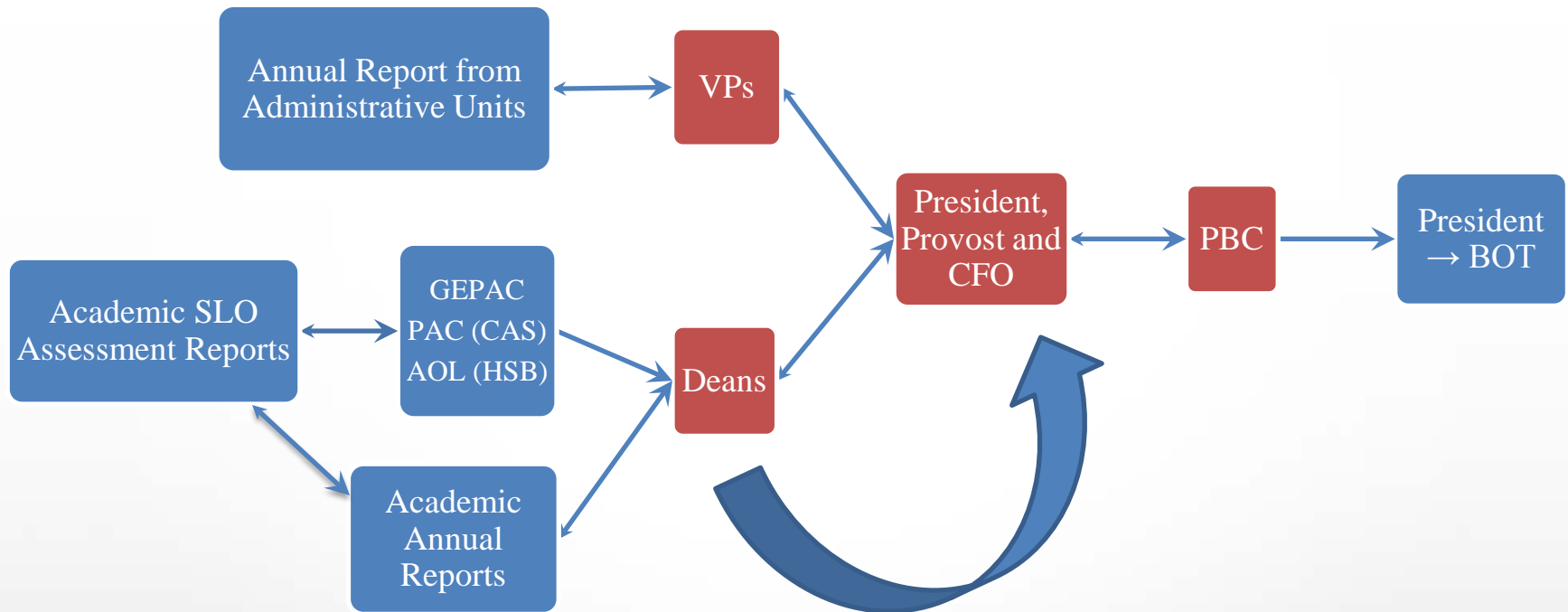


Divisional Summary Report

Divisional Summary Report Form

Division	<i>Name of the Division</i>
Division/Department/Program/Offices	<i>List the unit name. If it is a division level request, list the division name</i>
Goals and Objective (Division and/or Unit)	<i>State relevant goals and objectives from your annual report or assessment report</i>
Assigned to	<i>Individual or Department Name</i>
Resource Allocation Action	<i>Resources Allocation (e.g. The change of human, financial, physical, technological, curricular, temporal and instructional resources etc.) One time request or multiple years needed? Close a project, a course or a program? Remove funding from one to another? Please explain in detail</i>
Potential Resources	<i>Revenues Anticipated, External Funding and/or Reallocation Source (if any) and funding type (capital, incremental, reallocation)</i>
Assessment	<i>State assessment results DIRECTLY related to the resource allocation action</i>
Link to SP & College/Division Priorities	<i>State the strategic plan goals and college/division priorities (if any) your plan support. Include relevant compliances and influence if applicable</i>
Division Priority List	<i>VPs and Deans rank the list in the order of importance with 1 being the most important</i>
Division Head Decision (VPs and Deans)	<i>Status: Recommend to be funded, partially funded or not funded. Time and Amount. Funded within VP or Dean's Budget? Please indicate which budget will be used to cover the request</i>
President/Provost Decision	<i>Status: Recommend to be funded, partially funded or not funded. Time and Amount. Funded within Provost's Budget?</i>
PBC Recommendation	<i>Recommended to be funded by PBC: Full/Partial/No funding; Funding Period, Amount</i>
President and BOT Decision	

Assessment and Planning Process for Resource Allocation



Ongoing Challenges

- Providing clear evidence that the unit level assessments are being incorporated into Cabinet level budget and planning decisions
- Merging assessment timeline with planning and budgeting decisions and financial calendars.
- Developing increasingly useful assessment mechanisms.
- Developing new process for Program Review.
- Need for on-line system.

What We Learned

- Templates should be simple and flexible
- Focus on priorities
- Follow up and in-person training
- Create a draft to facilitate group discussion
- Contribution and buy-in
- Don't work alone
- Provide what senior administrators need
- Connect different college, department and offices

Questions?

Thank you!

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