

**Sustainability:  
Struggling for the  
Common Good**

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**What is Institutional Effectiveness?**

- "Institutional effectiveness" appears to have been coined in 1984 by the Southern Association of Colleges and Schools (SACS) when they adopted new accreditation standards focused on learning outcomes and planning; indeed the new term was an attempt to find another, less contentious, word than "assessment" to describe what they would be asking of colleges to gain accreditation (Beard 2011).

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**Institutional Effectiveness**

	<p><b>Product</b></p> <p>"the measure of what an institution actually achieves"</p> <p>Presented every six years in a self-study report to ACCJC</p>	<p><b>Process</b></p> 
	<ul style="list-style-type: none"> <li>○ ACCJC offers no single definition, but in its rubrics of Institutional Effectiveness focuses our attention on three CYCLES</li> <li>○ Program Review</li> <li>○ Student Learning Outcomes</li> <li>○ Integrated Planning</li> </ul>	

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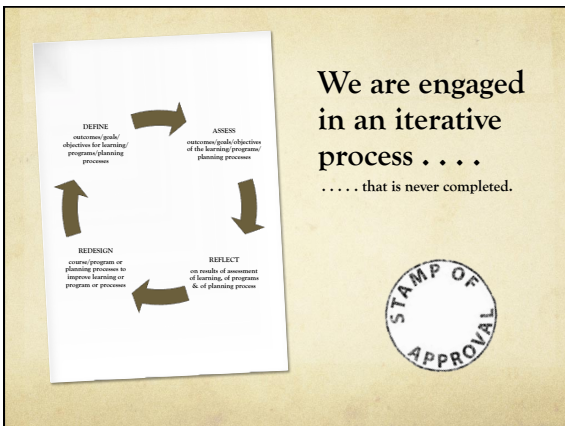
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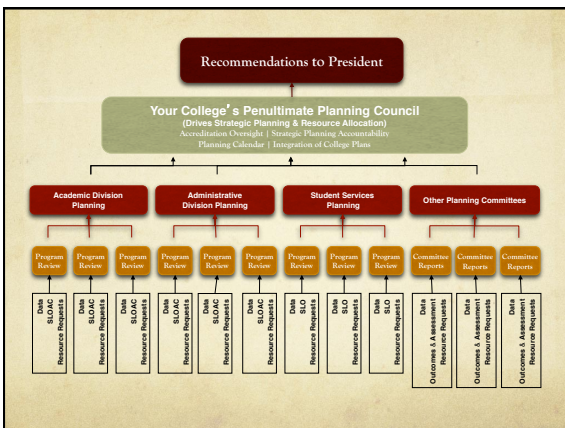
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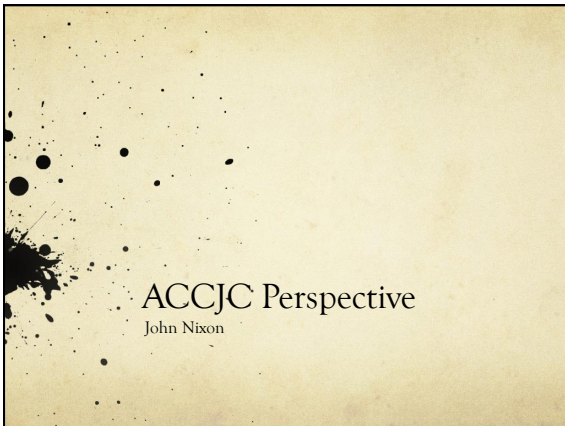
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### Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.</li> <li>• There is widespread institutional dialogue about the results of assessment and identification of gaps.</li> <li>• Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.</li> <li>• Appropriate resources continue to be allocated and fine-tuned.</li> <li>• Comprehensive assessment reports exist and are completed and updated on a regular basis.</li> <li>• Course student learning outcomes are aligned with degree student learning outcomes.</li> <li>• Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.</li> <li>• Dialogue about student learning is ongoing, pervasive and robust.</li> <li>• Evaluation of student learning outcomes processes.</li> <li>• Evaluation and fine-tuning of organizational structures to support student learning is ongoing.</li> <li>• Student learning improvement is a visible priority in all practices and structures across the college.</li> <li>• Learning outcomes are specifically linked to program reviews.</li> </ul>

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### Rubric for Evaluating Institutional Effectiveness – Part I: Program Review

<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• Program review processes are in place and implemented regularly.</li> <li>• Results of all program reviews are integrated into institution-wide planning for improvement and informed decision-making.</li> <li>• The program review framework is established and implemented.</li> <li>• Dialogue about the results of all program reviews is evident throughout the institution as part of discussion of institutional effectiveness.</li> <li>• Results of program review are clearly and consistently linked to institutional planning processes and resource allocation processes; college can demonstrate or provide specific examples.</li> <li>• The institution evaluates the effectiveness of its program review processes in supporting and improving student achievement and student learning outcomes.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.</li> <li>• The institution reviews and refines its program review processes to improve institutional effectiveness.</li> <li>• The results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.</li> </ul>

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### Rubric for Evaluating Institutional Effectiveness – Part II: Planning

<b>Proficiency</b>	<ul style="list-style-type: none"> <li>• The college has a well documented, ongoing process for evaluating itself in all areas of operation, analyzing and publishing the results and planning and implementing improvements.</li> <li>• The institution's component plans are integrated into a comprehensive plan to achieve broad educational purposes and improve institutional effectiveness.</li> <li>• The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes.</li> <li>• The college has documented assessment results and communicated matters of quality assurance to appropriate constituencies (documents data and analysis of achievement of its educational mission).</li> <li>• The institution assesses progress toward achieving its education goals over time (uses longitudinal data and analysis).</li> <li>• The institution plans and effectively incorporates results of program review in all areas of educational services, instruction, support services, library and learning resources.</li> </ul>
<b>Sustainable Continuous Quality Improvement</b>	<ul style="list-style-type: none"> <li>• The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.</li> <li>• There is dialogue about institutional effectiveness that is ongoing, robust and pervasive; data and analyses are widely distributed and used throughout the institution.</li> <li>• There is ongoing review and adaptation of evaluation and planning processes.</li> <li>• There is consistent and continuous commitment to improving student learning; and educational effectiveness is a demonstrable priority in all planning structures and processes.</li> </ul>

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Our life is frittered away by detail . . . .  
simplify, simplify, simplify.  
Henry David Thoreau

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*Melinda Nish on*

**Rethinking the Scope of  
Committees  
& Committee Management**

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**Enhancing  
Assessment & Planning  
in Student Services**  
Julianna Barnes

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### Challenges

- Minimizing the role Student Services plays in student learning
- So many committees, so little time
- Cumbersome processes
- Lack of meaningful & useful data
- Lack of knowledge & meaningful models

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### A thought on “Learning”

“... a comprehensive,, holistic transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independent of each other. When we say learning then we do not mean exclusively or primarily academic instruction, the acquisition of disciplinary content, or classroom learning.”

Source: Learning Reconsidered: A Campus Wide Focus on the Student Experience

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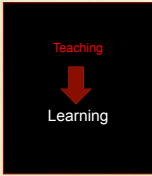

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### The Paradigm Shift...

<b>Instruction</b>	<b>Student Services</b>
	

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### Simplified Processes...

- Simplified committee structures
- Meaningful dialogue within the committees & beyond
- Broad engagement with all constituent groups
- Meaningful assessment
- Useful data and information

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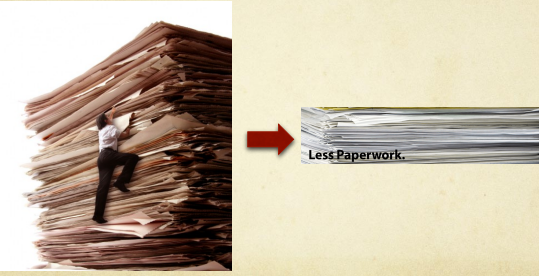
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### Simplified Processes...



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### Meaningful Assessment

<b>Satisfaction Focused</b>		<b>Learning Focused</b>
<ul style="list-style-type: none"><li>○ 80% of students reported that they received courteous service in Admissions &amp; Records</li><li>○ 80% of students reported that they were satisfied with Counseling services</li></ul>		<ul style="list-style-type: none"><li>○ 80% of students were able to navigate the online registration system</li><li>○ 80% of students were able to identify the steps necessary to obtain a degree or certificate</li></ul>

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**Useful Data...**  
 ...To inform decision-making  
 ...Improvements  
 ...Resource Allocation

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**Leveraging Your Efforts**  
 Katie Townsend-Merino

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## Examples of Embedded Assessment

AA Transfer Degree: Psychology					
Psychology Program Outcomes					
Knowledge Base	Research Methods	Critical Thinking	Application	Values	
Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and research methods in psychology.	Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.	Students will request and use critical and creative thinking, problem-solving, and decision-making skills, and be able to identify the underlying issues related to behavior and mental processes.	Students will understand and apply psychological principles to personal, social, and organizational issues.	Students will be able to weigh evidence, identify ambiguity, and ethically analyze critical issues that are the responsibility of psychology as a discipline.	
<b>Courses &amp; SOs in Program</b>					
<b>COPE Program Requirements</b>					
<b>PSYC 100 - Intro</b>					
1. Explain the biological bases of behavior and describe their interactions.	D	D	D	D	D
2. Explain the biological bases of behavior and describe their interactions.					
3. Explain the biological bases of behavior and describe their interactions.					
4. Explain the biological bases of behavior and describe their interactions.					
<b>PSYC 205 - Statistics</b>					
1. Explain and evaluate data using descriptive statistics.	M	P		P	
2. Explain and evaluate data using descriptive statistics.					
3. Explain and evaluate data using descriptive statistics.					
<b>PSYC 310 - Methods</b>					
1. Explain and evaluate data using descriptive statistics.	P	P		P	
2. Explain and evaluate data using descriptive statistics.					
3. Explain and evaluate data using descriptive statistics.					
<b>PSYC 315 - Developmental</b>					
1. Explain and evaluate data using descriptive statistics.	D		D	D	D
2. Explain and evaluate data using descriptive statistics.					
3. Explain and evaluate data using descriptive statistics.					

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