INSTITUTIONAL EFFECTIVENESS PLANNING WORKSHOP
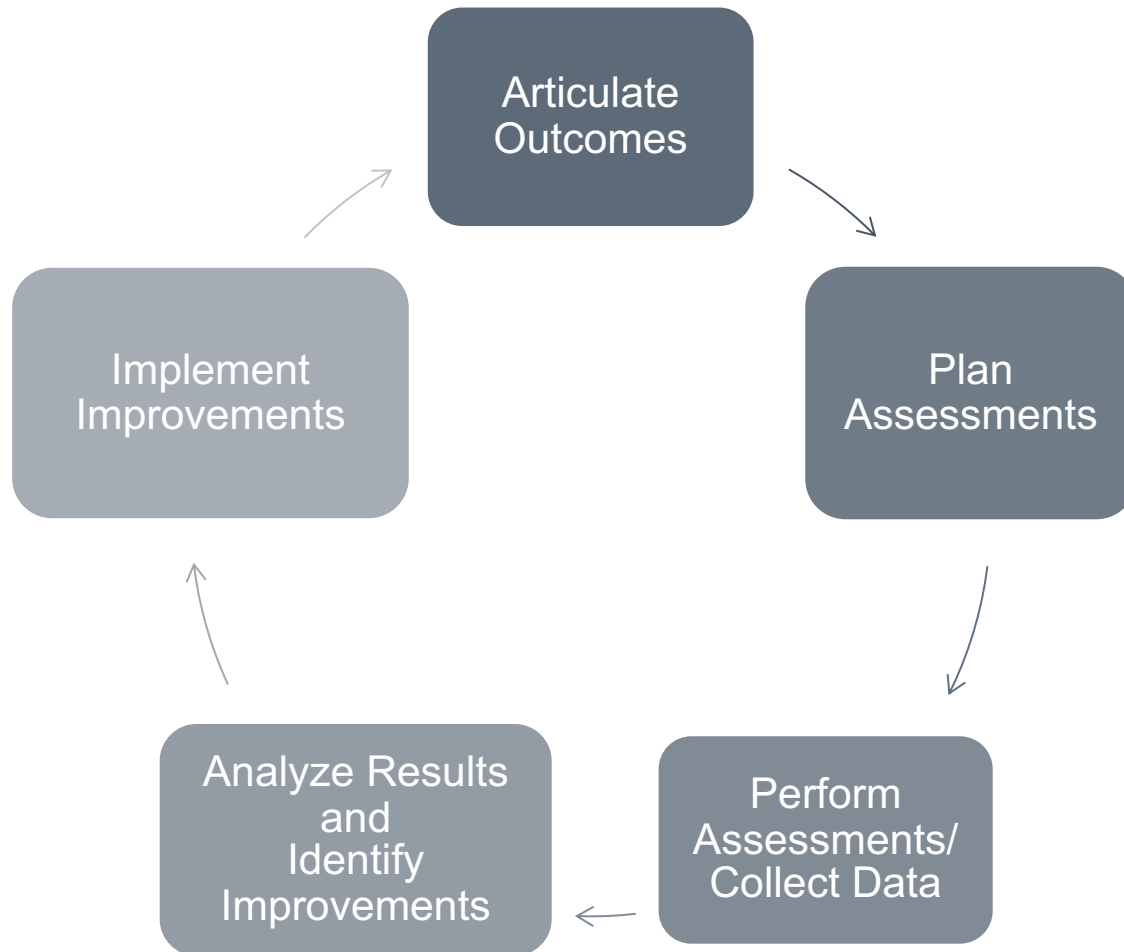
Austin Peay State University

Developing IE Plans for Non-Degree Units

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WHAT IS INSTITUTIONAL EFFECTIVENESS (IE)?

Continuous Improvement

Why IE?

"An assessment plan captures agreement about what matters, gives direction for actions, and provides a means to determine if progress is being made."

Banda & Palomba, 2015, p. 20

SACSCOC
Principles of Accreditation

SECTION 7: Institutional Planning and Effectiveness

Effective institutions demonstrate a commitment to principles of continuous improvement, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

7.3

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (*Administrative effectiveness*)

SACSCOC
Principles of Accreditation

SECTION 8: Student Achievement

8.2. The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)

b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

c. **Academic and student services that support student success. (Student outcomes: academic and student services)**

INSTITUTIONAL EFFECTIVENESS	STRATEGIC
• **Current** status	• **Future** initiatives
• Focus on **current** services, processes, or learning	• Focus on **new** services, processes, or operations
• Asks "How well are we performing?"	• Asks "Where do we want to go?"
• Driven by whole unit (participatory)	• Often developed by administrators only
• Informs budget	• Drives budget

Six Steps, Two Phases

IE PLAN

- Mission Statements
- Outcomes
- Assessment Measures
- Achievement Targets

IE REPORT

- Findings
- Action Plan (Closing the Loop)

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IE Plan – Minimum Requirements
Administrative units (you)

- **Mission statement**

- **Outcomes – All units must have:**
  - **At least 1 AUO for each major service or function** (minimum 2 AUOs per unit)
  - SLOs, if appropriate for unit (Academic & Student Support Services Units)

- **Measures**
  - **Recommend 2 measures for each outcome,** at least one of which <u>must</u> be a direct measure

- **Planned assessment year(s) for each outcome**
  - Can assess outcomes across multiple years
  - Measure at least 2 outcomes each year
  - All outcomes must be measured within a 2 year cycle

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IE Plan Template

- IE Plan Templates and Resources can be found on IEAs website
  - https://www.apsu.edu/institutional-effectiveness/institutional_effectiveness/ie-planning.php

- IE plans for the 2022-2023 fiscal year are due February 21, 2022

- Additional Resources:
  - IE Plan Feedback Report (if applicable)
  - Past IE Plans in Nuventive

MISSION STATEMENT

I. *Linking Unit Mission to Institutional Goals*

APSU Mission Statement

Austin Peay State University is mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

Strategic Plan (Institutional) Goals

1. Enrollment Growth
2. Student Success: Retention, Completion and Workforce Preparedness
3. Sustainability
4. Diversity
5. Communication, Branding and Strategic Planning

Unit Mission Statements

- Provide clear focus
- State a definitive purpose
- Identify primary functions and services
- Identify stakeholders served by unit
- Reflect vision and values of unit
- Be aligned with the institutional mission and goals

Mission Statement Template

The mission of *[unit]* is to *[state definitive purpose]* by providing *[identify the methodology]* to *[stakeholders].* [Provide additional clarifying statements that include *values* and *alignment with university mission (and goals)]*.

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IDENTIFYING OUTCOMES

Institution Mission

Institution Goals

Unit Mission

Unit Outcomes

Types of Outcomes

- **Administrative Unit Outcomes (AUO)**
  - Statements of the unit's current operations and services in support of the Strategic Plan or University Mission, apart from student learning.
    - A unit assesses AUOs to evaluate and improve its effectiveness in meeting strategic and operational goals.
    - Involves concepts such as efficiency, accuracy, effectiveness, client satisfaction, quality, comprehensiveness, compliance, or employee learning.

- **Student Learning Outcomes (SLO)**
  - Statements of the knowledge, skills, abilities, and/or values demonstrated by students upon completion of a degree, program, or experience.
  - A program or office assesses SLOs to evaluate and improve its effectiveness in designing and delivering its intended educational objectives.

Administrative Unit Outcomes (AUOs)

Efficiency

Accuracy

Effectiveness

Client Satisfaction

Quality

Comprehensiveness

Compliance with Standards

Employee Learning

Administrative Unit Outcomes (AUOs)

- Efficiency
  - The Foundation processes donation receipts in a timely manner.

- Accuracy
  - Procurement and Contracts Office accurately processes purchase orders.

- Effectiveness
  - The Human Resources Office provides effective new employee onboarding services.

- Client Satisfaction
  - The cafeteria provides food and facilities that are satisfactory to its customers.

- Quality
  - CECA provides high quality cultural events to the community.

- Comprehensiveness
  - The University Bookstore provides comprehensive customer service.

- Compliance with Standards
  - The Finance /Accounting Office consistently complies with standard accounting practices.

- Employee learning
  - Employees will understand how to accurately enter a requisition in Govs eShop (SciQuest).

  Only use employee learning outcomes if the unit is responsible for leading professional development/ training workshops for employees across the institution. ELO does not typically refer to your own employees.

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In addition …

Some Academic & Student Support Services Units (where appropriate) must also create

Student Learning Outcomes (SLOs)

stating what students

know, think or are able to do

as a result of the instruction

All Outcomes should :

- ✓ ***Focus on a <u>current</u> service or process***

- ✓ Be under the control of or responsibility of the unit

- ✓ Be measurable, ascertainable, and specific

- ✓ Lend itself to improvements

- ✓ Be singular, not "bundled"

- ✓ Be meaningful and not trivial

- ✓ Not lead to "yes/no" answer

- ✓ Link to strategic plan goals

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MEASURING OUTCOMES

Administrative Unit Outcomes (AUOs) Examples of Assessment Measures

- Quantitative data
  - ➢ Response time, accuracy, cost savings, efficiency
- Client satisfaction level
  - ➢ Surveys, focus groups, observation of client behavior
- External or peer comparisons
  - ➢ Auditors, fire marshal, other outside agencies

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Assessment Measures Should...

✓ Be directly related to the outcome

✓ Consider all aspects of the outcome

✓ Address all APSU instructional sites and delivery methods

✓ Be designed to measure/ascertain effectiveness

✓ Multiple assessments should be identified

✓ Provide adequate data for analysis

✓ Provide actionable results

✓ Detail the way to assess the outcome (who, what, when, and how)

✓ Be manageable and practical

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Establish an Achievement Target
for Each Measure

Why establish achievement targets?

- Provides standard for determining success

- Puts data analysis in perspective

- Allows unit to identify desired performance levels

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Achievement Targets should:

✓ Be specific ("95% of requests will be processed within 3 days" or "85% of responses to each survey question will be 4 or 5" or "x% of responses will be correct for each question" or "y% of scores for each item on rubric will be at least 4")

✓ Avoid vague words such as "most" or "majority" or "increase," "all" or "100%" targets

✓ Relate to outcome and assessment method

✓ Use item analysis where appropriate, not averages

Using Surveys

- *If you are using a survey, do not average scores.*

- *Your assessment measure for surveys should say:*

  - *We will analyze EACH question across ALL respondents.*

Composite vs. Component Scores Cafeteria Survey

Composite score:

80% of students' overall rating of the Cafeteria will be 4.0 or above.

Component Score:

80% of responses for each item will be Satisfied or Very Satisfied.

Component	Very Satisfied			Very Dissatisfied		# of 4 or 5 Scores
Cafeteria hours	5	4	3	2	1	
Courtesy of servers	5	4	3	2	1	
Quality of food	5	4	3	2	1	
Variety of selections	5	4	3	2	1	

AVOID THE USE OF MEAN (Average) SCORES

Bottom line….

Assess ***effectiveness***
so that you make ***improvements***
to functions, processes, and services.

Example: Completed IE Plan

Campus Police/Public Safety Mission:

- Campus Police/Public Safety strives to provide a safe working and learning environment for all employees, students, and guests. Campus Police/Public Safety maintains a 24-hours-a-day, seven-days-per week, security office at each of the university's facilities. Campus Police/Public Safety provides emergency response on campus, maintains building security, monitors facilities and grounds, regulates parking and issues parking permits, and provides crime statistics and safety information to the University community. Through partnerships, the department is committed to delivering a high standard of customer service to our community in a responsive and professional manner.

Note: Fictional example, not from APSU.

Example: Completed IE Plan

- **Outcome 1:** Campus Police/Public Safety provides effective and timely responses to calls for assistance at each campus and center.

  - Measure 1 (Outcome 1)
    - In March and April, a random sample that consists of 100 employees and 200 students will be asked to complete an evaluation to assess the timeliness and effectiveness of Campus Police/Public Safety response based on the following criteria: (1) timeliness of the response; (2) helpfulness of the assistance received; (3) professionalism of the responding officer. Consumers will evaluate the service by responding in the following manner: "strongly agree," "agree," "disagree" or "strongly disagree." The Campus Police Chief will analyze the evaluation scores across all students for each criterion, and across all employees for each criterion per campus/center location.
      - Achievement Target 1
        - 80% of scores for each component of the evaluation will be agree or strongly agree.

  - Measure 2 (Outcome 1)
    - The Police Chief will conduct an analysis of existing "Assistance Logs" from January 1 to May 31 to determine the length of time to respond to each request for assistance. The Police Chief will analyze the length of time per call and examine responses per campus/center location.
      - Achievement Target 2
        - 80% of all requests for assistance will be responded to within 5 minutes.

Example: Completed IE Report

- **Outcome 1**
  - **Campus Police/Public Safety provides effective and timely responses to calls for assistance at each campus and center.**

  - Measure 1 (Outcome 1)
    - In March and April, a random sample that consists of 100 employees and 200 students will be asked to complete an evaluation to assess the timeliness and effectiveness of Campus Police/Public Safety response based on the following criteria: (1) timeliness of the response; (2) helpfulness of the assistance received; (3) professionalism of the responding officer. Consumers will evaluate the service by responding in the following manner: "strongly agree," "agree," "disagree" or "strongly disagree." The Campus Police Chief will analyze the evaluation scores across all students for each criterion, and across all employees for each criterion per campus/center location.
      - Achievement Target 1
        - 80% of scores for each component of the evaluation will be agree or strongly agree.

      - Findings 1
        - 81% (189) agreed or strongly agreed that the response was timely
        - 90% (210) agreed or strongly agreed with helpfulness of assistance received
        - 93% (217) agreed or strongly agreed that responding officer was professional in his or her interactions
        - Detailed findings are provided in an attached chart.
        - Target MET for all criteria.
      - Actions 1
        - Although target was met, the security department would like to improve its results. Campus Police/Public Safety has developed a triage protocol that allows the security officer to inform the customer of the level of the request and the anticipated 'wait time.' The evaluation forms will be administered again to determine if clients perceive a more timely response.
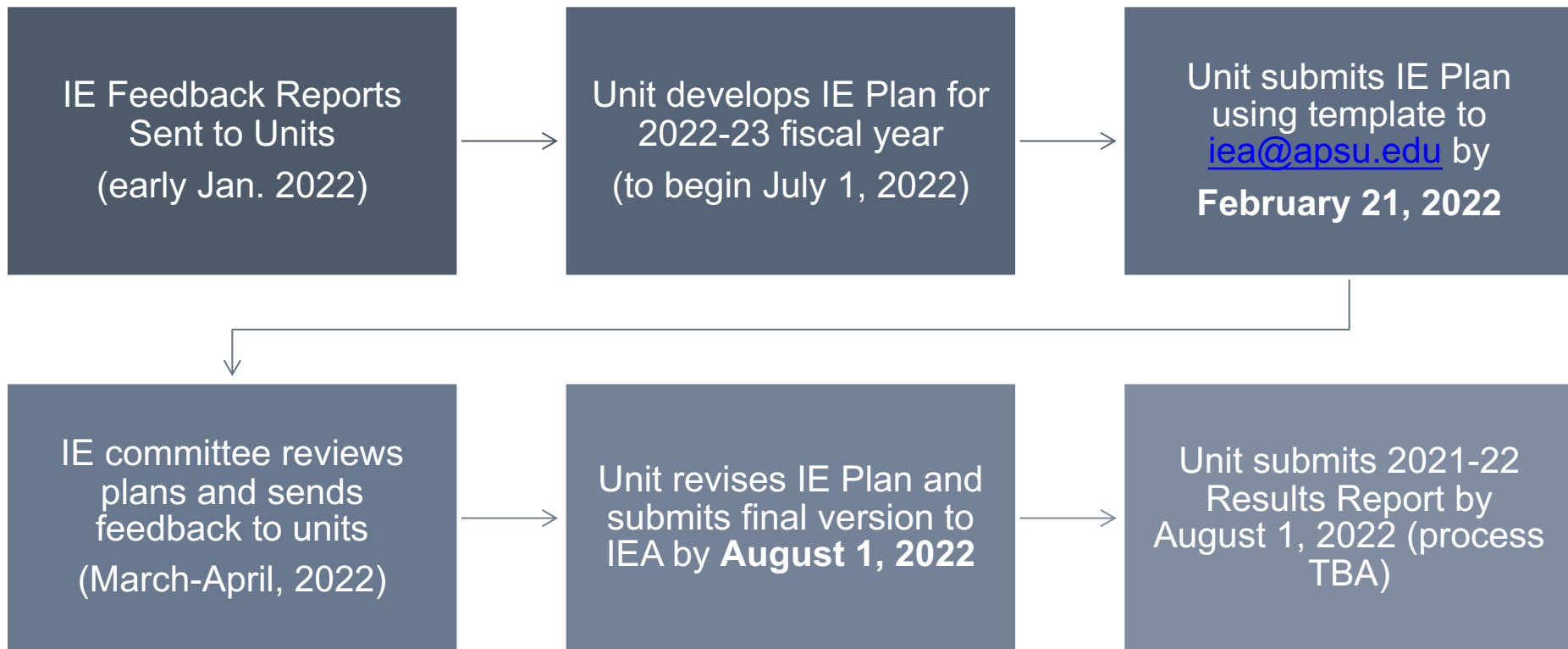
Example: Completed IE Report

- **Outcome 1**
  - **Campus Police/Public Safety provides effective and timely responses to calls for assistance at each campus and center.**

  - Measure 2 (Outcome 1)
    - The Police Chief will conduct an analysis of existing "Assistance Logs" from January 1 to May 31 to determine the length of time to respond to each request for assistance. The Police Chief will analyze the length of time per call and examine responses per campus/center location.
      - Achievement Target 2
        - 80% of all requests for assistance will be responded to within 5 minutes.

      - Findings 2
        - Of the 1,254 requests analyzed, 67% of requests for assistance were responded to within 5 minutes at the Smith Campus, and 85% at Markham Campus, 91% at Berton Center.
        - Detailed findings are provided in an attached chart in WEAVE.
        - Target NOT MET for Smith Campus.
      - Actions 2
        - Additional analysis of the findings at Smith Campus indicated that this campus has more requests for assistance than the other two locations, and the same amount of staffing. Campus Police/Public Safety has requested and received approval to hire an additional security officer at Smith Campus.

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Annual IE Cycle for Academic & Student Support Services Units and Administrative Units

| IE Feedback Reports Sent to Units (early Jan. 2022) | → | Unit develops IE Plan for 2022-23 fiscal year (to begin July 1, 2022) | → | Unit submits IE Plan using template to iea@apsu.edu by **February 21, 2022** |

| IE committee reviews plans and sends feedback to units (March-April, 2022) | → | Unit revises IE Plan and submits final version to IEA by **August 1, 2022** | → | Unit submits 2021-22 Results Report by August 1, 2022 (process TBA) |

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Next steps

Now (January-February)	• Review IE Plan Feedback Report (if applicable) • Work on your unit IE Plan
February 21, 2022	• Submit your unit IE Plan, using the IE Plan template, to iea@apsu.edu
March-April, 2022	• IE Committee review of IE Plans (no action on your part)
May 2022	• Feedback provided to units on IE Plan from committee
August 1, 2022	• Submit 2021-22 IE Results Report (process TBA) • Submit final 2022-23 IE Plan to iea@apsu.edu (if applicable)

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Thank you!

- Feel free to reach out
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  - Non-Degree Programs – Allie Michael, Assistant Director, IEA, michaela@apsu.edu