

Our Lady of Holy Cross College

Institutional Effectiveness

*“Developing a Culture of Shared Purpose and
Continuous Improvement”*

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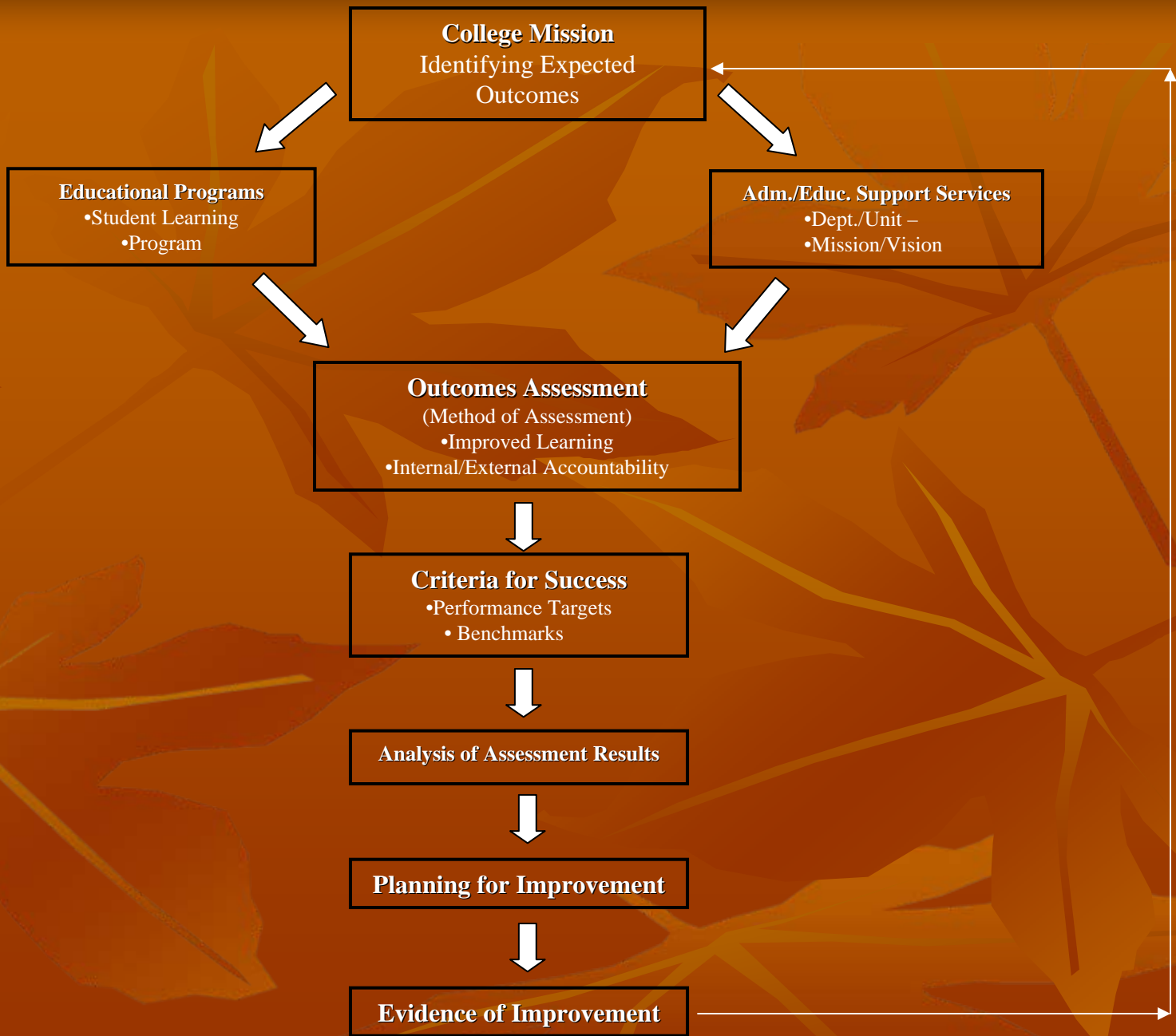
Overview

- What is Institutional Effectiveness?
- Institutional Research and Assessment Goals
- Programmatic Assessment Components
- Developing/Implementing An Assessment Plan
- “Closing the Loop”
- Characteristics of Effective Assessment

What is I.E.?

Institutional Effectiveness is critical to the College's mission and vision, and it impacts every area of the College. The Southern Association of Colleges and Schools (SACS) defines Institutional Effectiveness as follows:

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on the analysis of those results. (Comprehensive Standard 3.3.1, Principles of Accreditation, SACS Commission on Colleges, 2004)



Institutional Research and Assessment Goals

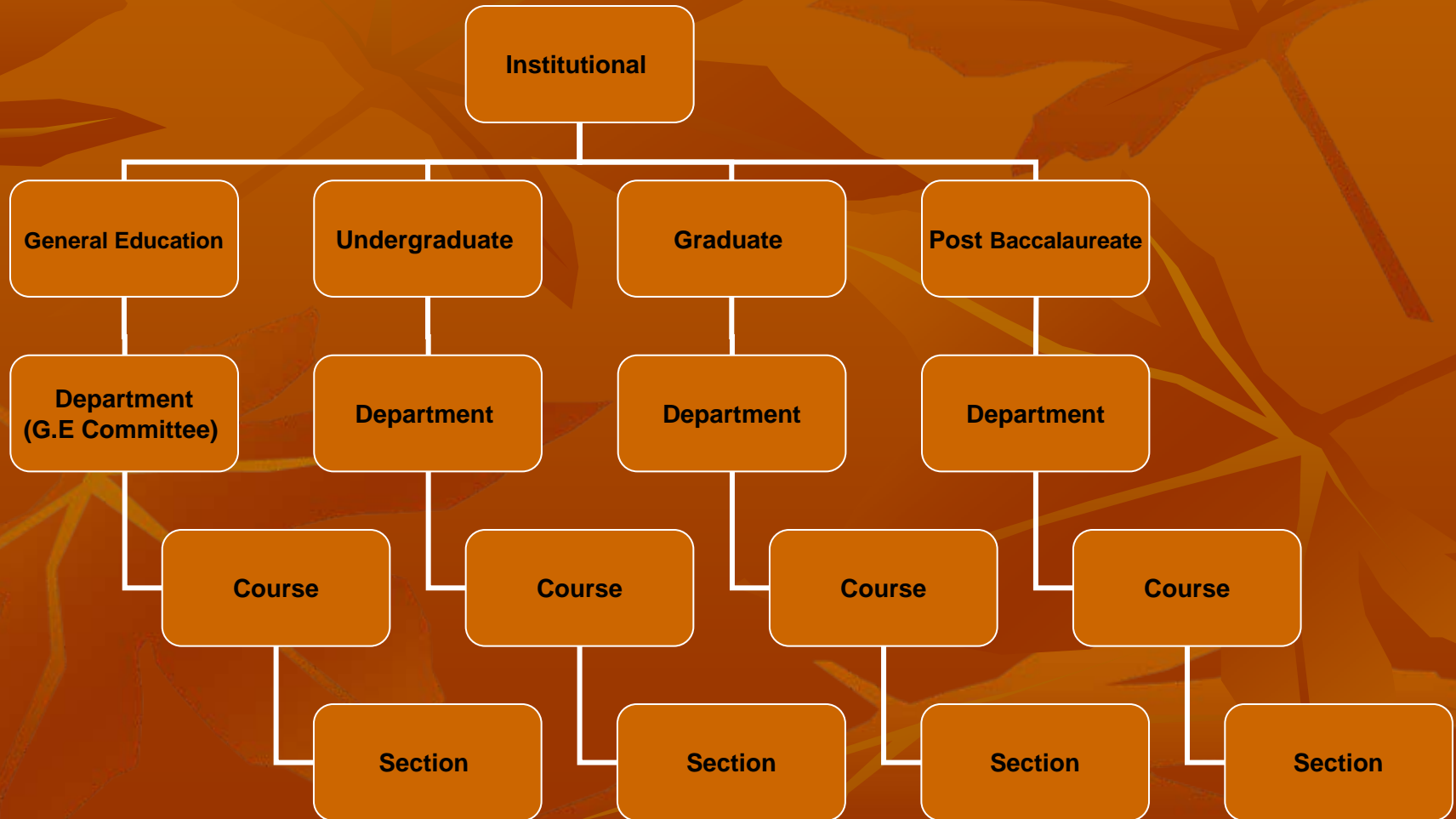
- Coordinate institutional assessment activities, including data collection, analysis, and reporting.
- Consult with academic departments in the development and implementation of their assessment plans.
- Document assessment processes and serve as a clearinghouse for assessment information.
- Work with IE committee (and others) to assess general education learning outcomes.
- Stay current on research literature and accepted practice in the area of assessment and institutional research.
- Share information about assessment research and assessment activities conducted at other colleges.

Programmatic Assessment Components

- Educational Goals
 - Expanded Institutional Purpose
- Core Abilities
 - What do we expect our students to know upon graduating
- Strategic Initiatives
 - Mission Oriented
 - Addressing “quality issues” with clarity and specificity

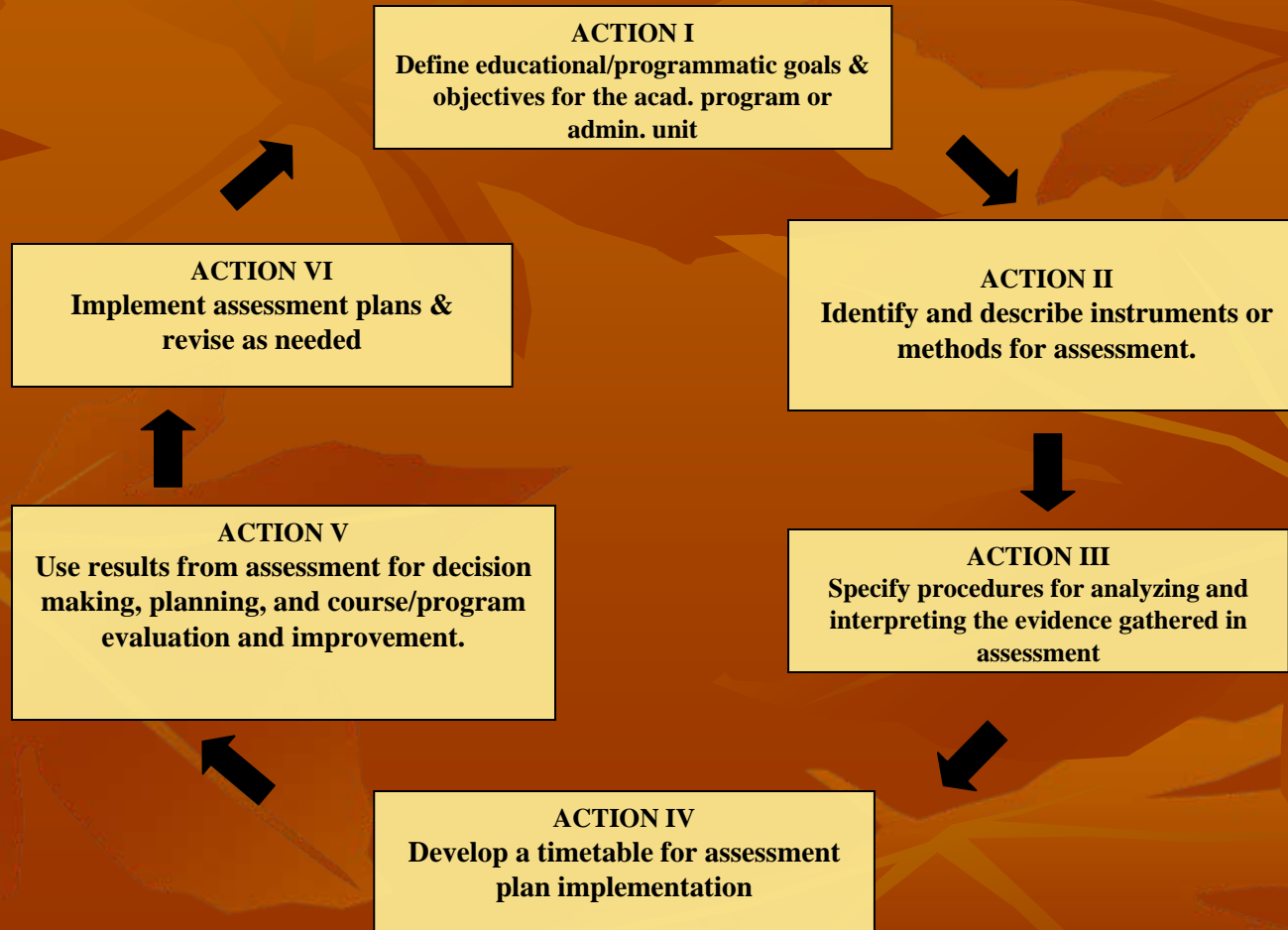
“ The most critical of the formidable challenges facing any institution serious about effectiveness is persuading faculty that they have the greatest stake in the development and implementation of effective assessment instruments and strategies that will improve student learning and the overall quality of higher education.”

-Dr. Howard L. Simmons, 1993



Developing & Implementing an Assessment Plan:

“an ongoing and integrated approach”



“Closing the Loop”

(Using Results to Improve the Program)

2. Assessment
Instrument

3. Useful Data
for improvement
– analysis of
results

1. Benchmarks
for learning –
establish
measurable
goals (SLO’s)

4. Use of results
– planning for
improvement

- Plan when program faculty will meet to discuss assessment results and determine appropriate action.
- Use assessment results to initiate action aimed at improving the program.
- Remember that the key component is *documentation*.
- Clearly relate results back to the intended educational outcomes.
- Keep documentation to a minimum of effort

Successful Assessment...

- flows from the institution's mission and educational purposes.
- emerges from a conceptual framework.
- is marked by faculty ownership and responsibility.
- has institution-wide support.
- relies on multiple measures.
- provides feedback to students and the institution.
- is cost-effective.
- does not restrict or inhibit goals of access, equity, and diversity established by the institution.
- leads to improvement.
- includes a process for evaluating the assessment program.