

INSTITUTIONAL EFFECTIVENESS

The college is transitioning the institutional effectiveness process to the assessment software entitled WEAVEonline. The software enables individual department and division goals and objectives to be associated or aligned with institutional goals and priorities

The following definitions of Institutional Effectiveness are from “Managing Your Institution’s Effectiveness: A User Guide” prepared by Midlands Technical College which is recognized nationally as a leader in institutional effectiveness.

“Institutional effectiveness is the comparison of the results achieved to the goals intended. SACS *Criteria* concludes that institutional effectiveness is matching performance to purpose. All accredited institutions must define their expected educational results and describe how the achievement of these results will be ascertained. (Southern Association of Colleges and Schools (SACS))

‘Institutional effectiveness is the process of articulating the mission of the college, setting goals, defining how the college and community will know when these goals are being met and using the data from assessment in an on-going cycle of planning and evaluation. (National Alliance of Community and Technical Colleges)

‘The quality of an educational process is related to

1. The appropriateness of its objectives;
2. The effectiveness of the use of resources in pursuing these objectives;
3. The degree to which these objectives are achieved.

Without a clear statement of what education is expected to provide, it is not possible to determine how good it is. (Council on Post-Secondary Accreditation)

‘Student success is the ultimate measure of institutional effectiveness.’ (College of Education of the University of Michigan)”

According to the “User Guide,” as we begin to plan each year, we should ask ourselves three basic questions:

1. What is the mission of our college?
2. What are the major results we expect from the achievement of the mission?
3. What specific evidence are we willing to accept that these results have been achieved?

To be successful, the institutional effectiveness plan must be relevant to Temple College, and it must be a continuous process. It begins with the plan, continues throughout the year with the implementation and review of the goals, and culminates with a summary of what the departments and the College achieved. The primary function of the institutional effectiveness plan is to ensure that Temple College succeeds in accomplishing its mission, meets the needs of the service area, and maintains its values.

The effectiveness of curriculum is facilitated through the Assessment of Student Learning Committee. The committee has developed an assessment of student learning plan which consists of classroom assessment, courses assessment, program level assessment, and degree assessment. Each department monitors its assessment of student learning through the use of this software. WEAVEonline allows for the collection of data for each of the following areas

- 1) Mission/purpose
- 2) Goals
- 3) Outcomes/objectives with a designation as student learning or on-student learning.
- 4) Measures
- 5) Assessment targets and results

Instructional departments identify specific courses for annual evaluation that are aligned with the core curriculum competencies or the student learning outcomes identified for technical courses.

The cycle begins with the plan itself:

ANNUAL DEPARTMENTAL OPERATIONAL PLAN

Prepare a purpose statement for department,
Determine annual departmental goals and objectives,

Set effectiveness measures,

Identify internal/external trends affecting the department.

At the end of the year's cycle and the beginning of the next year,

Revisit, analyze, and update purpose statement, effectiveness measures, goals and trends,

Write annual Departmental Operational Plan for the year.

The format of the Departmental Operational Plan should be standardized. See the next page.

DEPARTMENTAL OPERATIONAL PLAN FORMAT:

TEMPLE COLLEGE ANNUAL INSTITUTIONAL ASSESSMENT
(Name of Department) (DATE)

STATEMENT OF PURPOSE: (What does my department want to accomplish?)

GOALS (3 to 5)

(Include objectives used to accomplish goals)

MEASUREMENT STANDARDS

(A benchmark against which to measure performance)

INTERNAL/EXTERNAL FORCES

(What inside or outside forces will influence departmental functions?)

Note: Add the Departmental Operational Plan to the Department's "Little Red Notebook." Plan should be shared with everyone in the department so that during the year the goals can be reviewed. For a model, see Appendix A.

ANNUAL DEPARTMENTAL OPERATIONAL PLAN SUMMARY

At the end of each yearly cycle, every segment of the College will assess how well it achieved its goals and what internal/external forces affected operations. This summary shows what the department accomplished, how it used its data, and how the Departmental Operational Plan impacted budget planning.

When writing the summary, one should

1. Restate the goal.
2. Write "accomplished" if the department achieved the goal; tell how the department is using the information.
3. Write "in progress" if the department is continuing to work on the goal.
4. Write "not accomplished" if the department did not achieve the goal; give a brief explanation of why the goal was not accomplished.
5. Include any internal/external factors which affected the department.
6. Provide any necessary documentation.

The format of the Departmental Operational Plan Summary should be standardized. See the next page.

SUMMARY FORMAT

SUMMARY

TEMPLE COLLEGE DEPARTMENTAL OPERATIONAL PLAN
(Name of Department) (Date)

GOALS

Goal One: (Restate goal)

Accomplished. (Explain. Attach any documentation you need to show "what happened.")

Goal Two: (Restate goal)

In Progress. (Briefly explain that the department is still working on the goal and explain any reasons that would clarify why the department did not completely accomplish this goal.)

Goal Three: (Restate goal)

Not Accomplished. (Explain why the goal was not accomplished.)

MEASUREMENT STANDARDS

(Give quantitative results. Also include any documentation needed to support the assessment) (Also so include any evaluation methods and how the results were used to improve the program.)

INTERNAL/EXTERNAL FORCES

(Explain any inside or outside actions that affected the way the department was “forced” to change in order to meet the needs of the College, community, or students)

Note: Add your Departmental Operational Summary to the department’s “Little Red Notebook.” For a model, see Appendix B.

THE TEMPLE COLLEGE STRATEGIC PLAN

After the departments have finished their plans, the plans are submitted to the Vice President of Educational Services. The division members and the appropriate administrator meet to prioritize the goals for the division. These goals are presented to the President’s Council to be selected for the Strategic Plan that is submitted to the Board of Trustees for its approval. The Strategic Plan is used to allocate institutional resources based on planning goals. The budget is then presented to the Board for approval. At the end of the cycle, Institutional Goals are reviewed and a Fact Book is prepared to show how well the College met its goals.

In the SACS *Criteria*, it states, “ The concept of institutional effectiveness is at the heart of the Commission’s philosophy of accreditation and is central to institutional programs and operations. This concept presumes that each member institution is engaged in an ongoing quest for quality and can demonstrate how well it fulfills its stated purpose. Each member institution is expected to document quality and effectiveness by employing a comprehensive system of planning and evaluation in all major aspects of the institution.”

According to the *Criteria*, “The institution must

1. establish a clearly defined purpose appropriate to collegiate education
2. formulate educational goals consistent with the institution’s purpose
3. develop and implement procedures to evaluate the extent to which these educational goals are being achieved
4. use the results of these evaluations to improve educational programs, services and operations.”

These four guidelines are used on an institutional basis; however, they can be the basis for the Departmental Operational Plan format.

Temple College should be involved in institutional effectiveness activities to make sure we deliver the best education that we possibly can to our students. Only by planning and evaluating can we determine our strengths and weaknesses and evaluate how to build on our strengths and improve our weaknesses.

All departments of the College must be involved in planning and evaluation. The College must be able to demonstrate how it uses the results of its institutional assessment activities for the improvement of both educational programs and support activities. This plan is on going and is repeated in yearly cycles.

ANNUAL PLANNING AND ASSESSMENT

Departmental Operational Plan (February)

- Write a purpose statement for the Department,
- Set effectiveness measures,
- Formulate goals, tie goals to the Purpose Statement,
- Identify internal/external trends affecting the department.

Temple College Strategic Plan

- President's Council selects institutional goals from departmental operational plan.

Departmental Operational Plan Summary (April)

- Restate the goal,
- Write the outcomes of the proposed goals,
- Identify internal/external trends affecting the department,
- Provide any pertinent documentation.

Evaluations

- All educational programs will evaluate their areas and use the results of these Evaluations to improve educational programs, services, and operations.
- All administrative and educational support services will evaluate their services and demonstrate how they use the results of the Evaluations to improve administrative and educational support services.
- All personnel will be evaluated and the results will be used to improve job performance.

Student Evaluation Opportunities

- Faculty/Course
- Library
- Technology Labs
- Student Services
- Registration

Faculty Evaluation Opportunities

- Students (grades)
- Faculty Council Questionnaire

- Reaction to Department Chair
- Reaction to Administrators
- Library
- Media Center

Staff Evaluation Opportunities

- Supervisors
- Administrators
- Library
- Media Center

Institutional reports and studies

- Institutional reports and studies are conducted by the Institutional Research Office which are used by the departments to plan and evaluate.
- Cost analysis
- Grade Distribution
- Full-time retention rate
- Semester withdrawal rate
- First-time students by gender
- TASP Results
- Success rate passing freshman English and math after completing TASP required remediation
- Licensure Examination Pass Rates
- Follow-up reports
- Ratio of full-time and part-time faculty teaching credit courses
- Migration report

Adult Education/Continuing Education

- Adult Education Contact Hours
- Continuing Education head count
- GED training program success rate
- Advisory Committee reports

Dual Credit/Distance Education/Tech Prep/Outreach (Numbers, success rate, retention)

- Tech Prep information
- Dual Credit
- Distance Education