

Planning, Assessment, & Institutional Effectiveness: Faculty Ownership, Administrative Leadership

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Prepared for North Carolina State University's
4th Annual Undergraduate Assessment Symposium

April 6 – 8, 2006
Cary, North Carolina

Institutional Effectiveness: SACS Principles of Accreditation

Core Requirement 2.5

The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission. (**Institutional Effectiveness**)

3.3 Institutional Effectiveness

3.3.1 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 analysis of those results.

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We need to ...

- Engage in institutional effectiveness
 - within administrative offices
 - within academic departments/programs
 - at the institutional level
- Involve administrators and faculty
- Document process

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Incentive for Involvement in Institutional Effectiveness

- Accountability (internal, external)
- Improvement

Rational, predictable, transparent process

- Informed decision making
- Informed planning
- Informed budgeting

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Places to start:

- Framework for institutional effectiveness
- University-wide planning calendar
- University-wide budgeting process

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A PIE Model (Process of Institutional Effectiveness)



- A clearly stated **PURPOSE** that links office, department or program to institutional mission
- Clearly stated **OFFICE OBJECTIVES OR FACULTY EXPECTATIONS FOR STUDENT LEARNING**
- Clear descriptions of **ACTIVITIES OR EXPERIENCES** associated with objectives or learning expectations
- **EVALUATIONS** of objectives or learning expectations
- **EVIDENCE BASED DECISION-MAKING & PLANNING**: Descriptions of how information from evaluations informs decisions at all levels of the university

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Documenting Institutional Effectiveness: PIE Database

Department/Program (OFFICE)		
Purpose:		
Doctoral	Masters	Major
Minor		
Expectations (Objectives)	Experiences (Activities)	Evaluations
DECISION-MAKING & PLANNING:		

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Documenting Institutional Effectiveness: University-wide planning calendar

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Documenting Institutional Effectiveness: Planning & Budget Requests

OFFICE NAME (DEAN'S OFFICE OR ADMINISTRATIVE OFFICE)

Request name: (Weight: 0-100 # Requests)	for reference
Office Purpose	from PIE
Support Files	detailed description of request
Resources	\$\$ (one-time, continuous, FTEs)
Request objective	Why are resources being requested
Activities related to request	How will objective(s) be met
Evaluation of progress	How will progress toward meeting objective be measured?

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Linking levels: Program Reviews

- Information for the Internal Review
 - Profile of Institutional Effectiveness (PIEs)
 - GER/FRSM Reviews
 - Priorities: University, Dean, Provost
- External Review
- Department/program Response and Plans
 - Updates of short- and long-term plans
 - Requests for additional resources (*Evaluation results of funded requests must be reported to the dean annually*)
- Dean's Response

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Lessons learned

- Institutional effectiveness is:
 - Non-linear
 - Iterative
 - Integrated across all levels
 - Informative
 - Sustainable
- When implementing institutional effectiveness:
 - Be flexible
 - Be patient
 - Keep perspective
 - Keep sense of humor

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Lessons learned (cont.)

- Show how institutional effectiveness will benefit: senior administrators, staff, faculty ...
- Align practices at all levels
- Look for synergies among the silos
- Be visible
- Ask for feedback – use it

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