



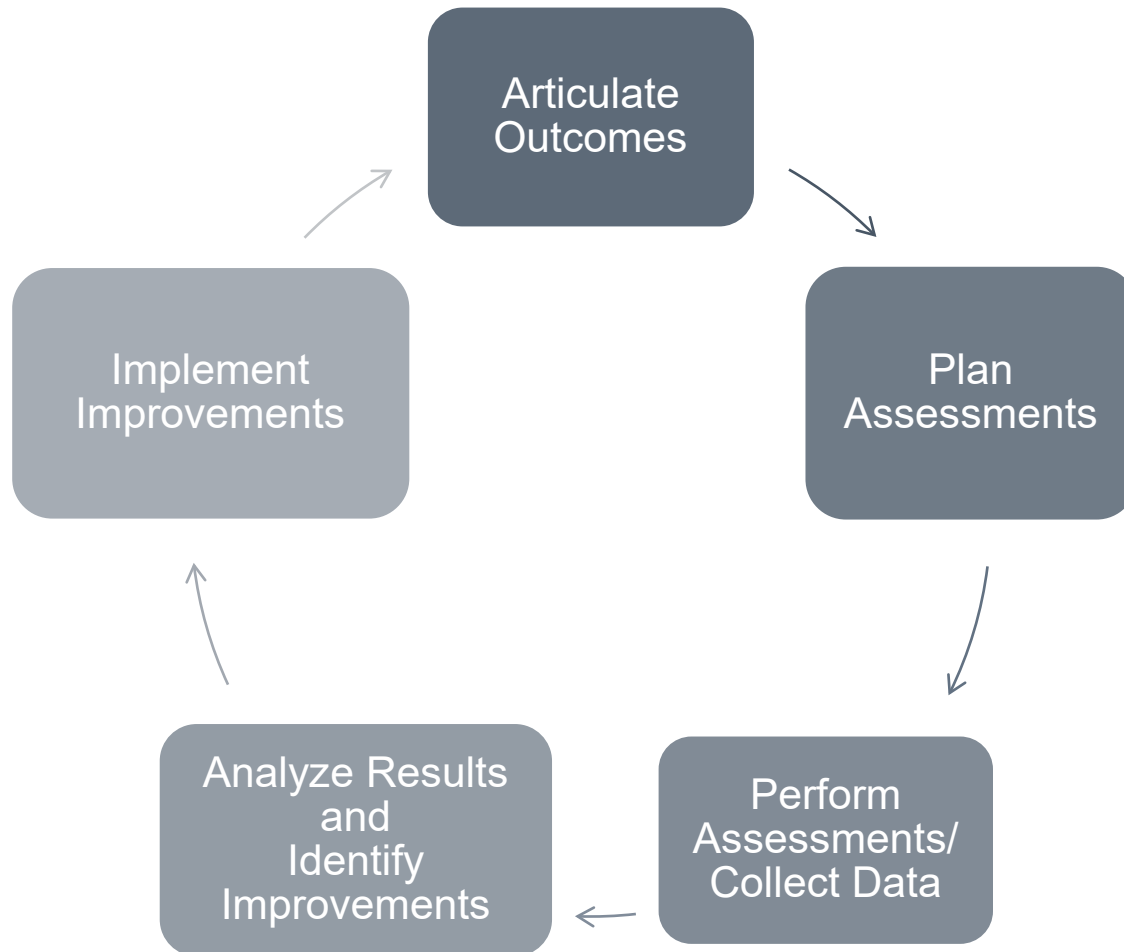
# *Institutional Effectiveness & Strategic Planning*

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# IE=Continuous Improvement



# 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.

7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning)

### 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 learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

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)

# IE Unit Types

- **Degree & Certificate Programs**

- All academic programs that are defined by the institution as a credential, such as a degree with a defined major. Note that different levels of a degree (i.e., BBA and MBA) should be assessed as separate programs. (SACSCOC Standard 8.2.a)

- **Academic & Student Support Services Units**

- Units that provide direct support to faculty and students as related to their education programs, indirect support for student learning, or a specific co-curricular mission that supports the college experience. Examples of units included in this category are the library, learning/information resources, faculty resource centers, tutoring, writing centers, financial aid, residence life, admissions, etc. (SACSCOC Standard 8.2.c)

- **Administrative Units**

- Units that serve the educational mission of the institution in a more indirect, yet still critical, manner. (SACSCOC Standard 7.3)

## INSTITUTIONAL EFFECTIVENESS

- Current status
- Focus on **current** services, processes, or learning
- Asks “How well are we performing?”
- Driven by whole unit (participatory)
- Informs budget

## STRATEGIC PLAN

- Future initiatives
- Focus on **new** services, processes, or operations
- Asks “Where do we want to go?”
- Often developed by administrators only
- Drives budget

## *IE Outcomes*

- Should describe *current* services or processes
- One suggested approach
  - First develop master list of “what we do”
  - Then identify *key* services and processes for assessment

# Types of Outcomes

- **Administrative Unit Outcomes (AOU)**

- Focus on improvement in the unit's 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
  - 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.*

## *In addition ...*

*Some 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 current 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

# University Mission

Pillars

Goals

Objectives

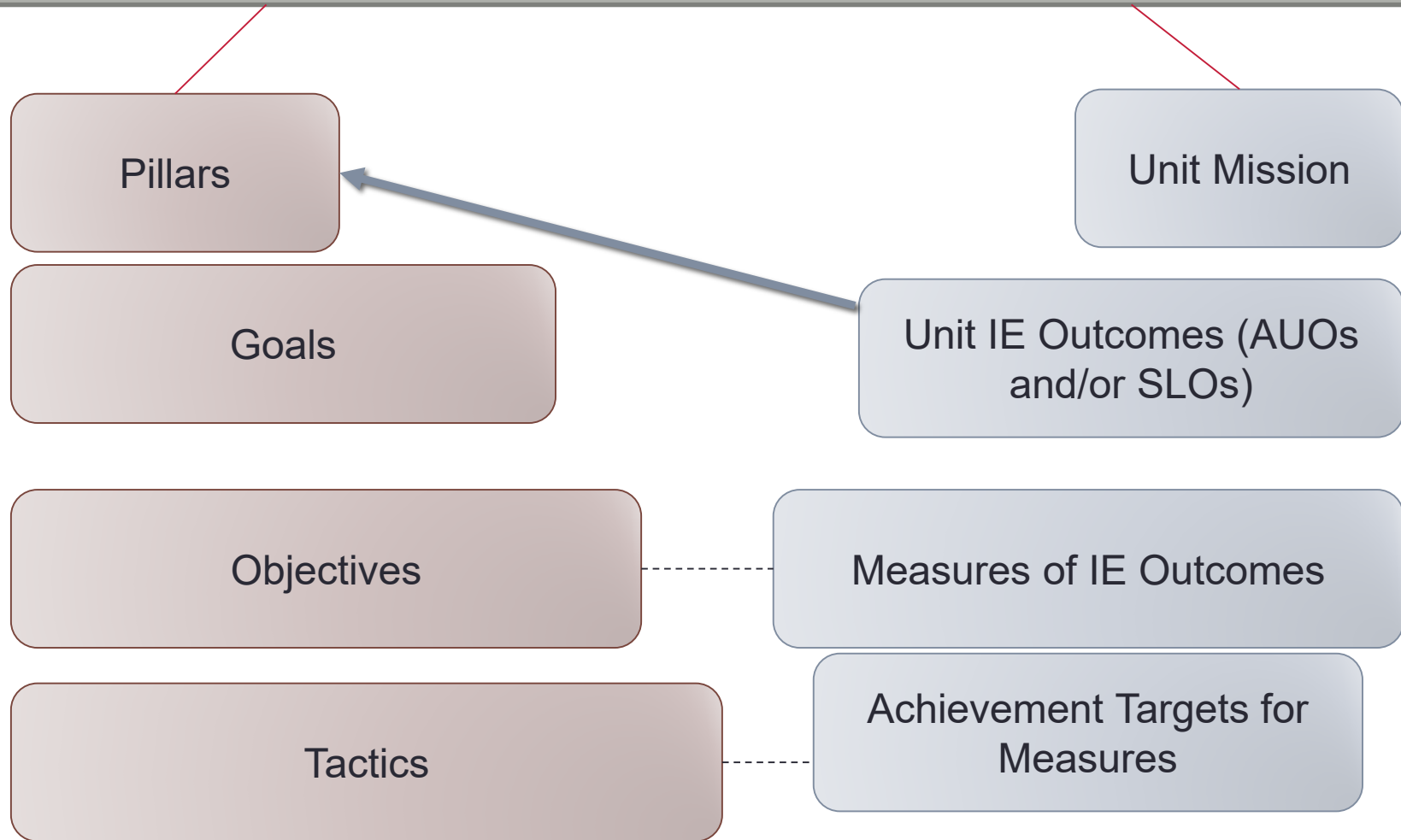
Tactics

Unit Mission

Unit IE Outcomes (AUOs  
and/or SLOs)

Measures of IE Outcomes

Achievement Targets for  
Measures



## *IE 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

# IE Achievement Targets

Why establish achievement target?

- Provides standard for determining success
- Puts data analysis in perspective
- Allows unit to identify desired performance levels

# IE and SP Reporting

- **IE Reporting – Currently Microsoft Teams**
  - IE Plans due Feb 15
  - IE Reports due Sep 15
- **SP Reporting**
  - Method and timeline TBD