

# Institutional Effectiveness

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**Dakota State University**

**Madison SD**

**[www.dsu.edu](http://www.dsu.edu)**

**IEC Committee**





# DSU's Mission

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Dakota State University is an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL 13-59-2.2.

A special emphasis is the preparation of elementary and secondary teachers with expertise in the use of computer technology and information processing in the teaching and learning process.



# DSU'S Strategic Plan

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## “DSU: HIGH TECH, *Personal Touch*”

### Strategic Initiatives

- Retention
- Recruitment
- Technology / Facilities Infrastructure
- Academic Programs
- Campus Management
- Increase External Resources

Approved by DSU in October 2002



# **Institutional Effectiveness**

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**“It takes a village :  
and other lessons children teach us”**

**Hillary Rodham Clinton**

**1996**



# **Institutional Effectiveness**

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**“It takes the entire campus community to  
graduate a student”**

**DSU 2003-2004**



# New Perspective: all functional units contribute

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- DSU's mission is to prepare graduates with experience and expertise in computer technology
- Each functional unit contributes to graduating a student
- Each functional unit contributes to the student's academic, social and ethical development
- Systems and services provided by DSU's functional units should support the student from admissions to graduation
- To accomplish its mission, DSU must continuously evaluate and improve its systems and services



# New Perspective: students as consumers

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- The student is a learner who chooses to learn at an institution with a mission that offers the curriculum and other activities that the student chooses
- Student learning encompasses the academic, social and ethical learning opportunities provided by the institution
- The student is a consumer / customer who selects and withdraws from an institution
- The institution has a legal, moral and fiduciary responsibility to that student



# Old Perspective

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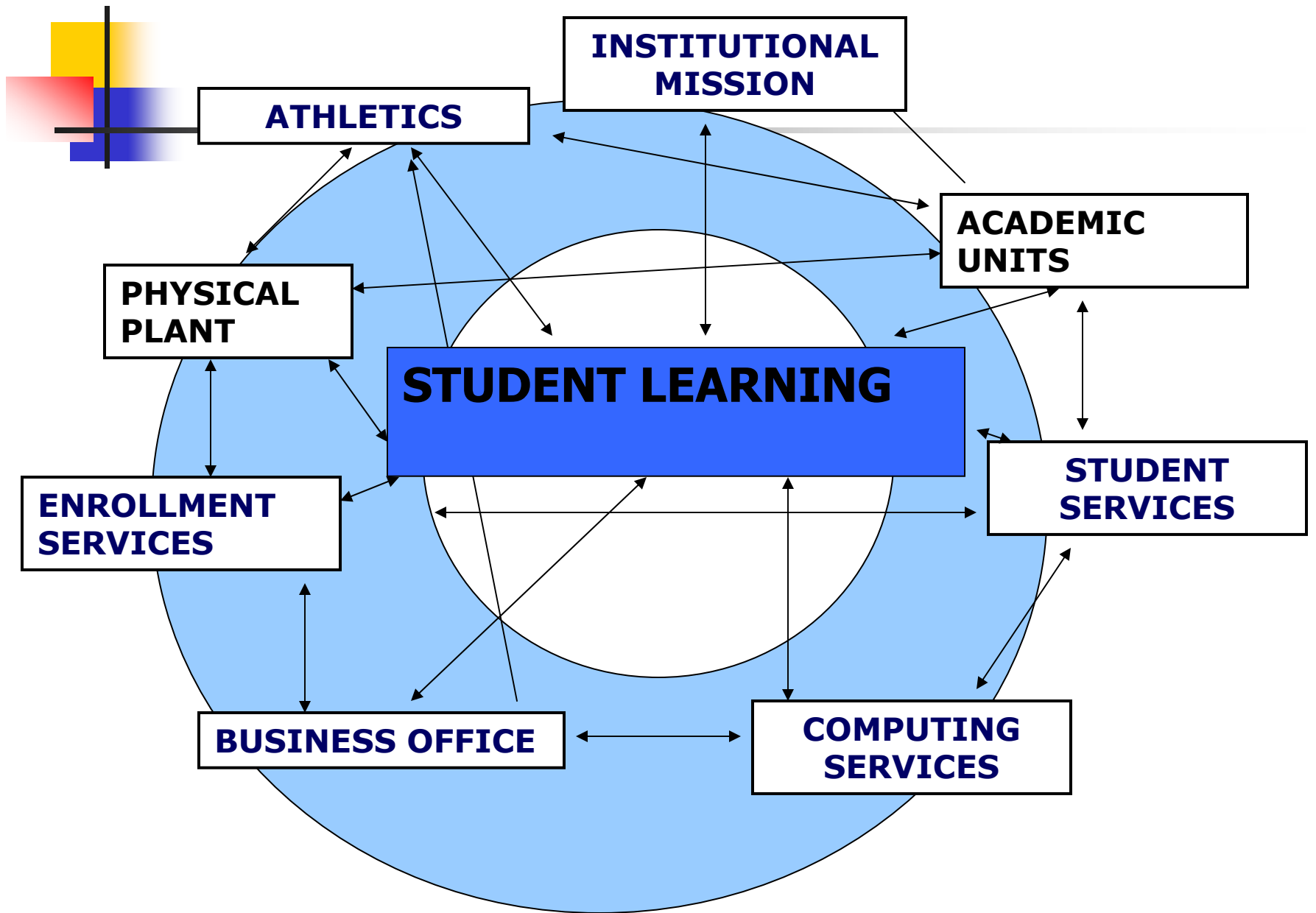
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# New Perspective





# Benefits of New Perspective

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- Support student learning by highlighting accomplishments and identifying concerns
- Meet NCA accreditation requirements: on-going assessment and evaluation processes that provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement
- Support institutional improvement by providing data to evaluate strategic initiatives
- All functional units involved in and responsible for student learning



# Why are we here today?

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**Institution is changing  
its perspective on assessment**

- **Old perspective: academic assessment**
- **New perspective: institutional effectiveness**
- **Forming Institutional Effectiveness Committee**



# Institutional Effectiveness Committee

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## **Committee Mission (DSU Policy 04-10-01):**

Fulfills an advisory, monitoring, coordinating and regulatory role at DSU in planning and assessment matters and advises the President on the implementation and evaluation of DSU's strategic plan and all aspects of institutional assessment



# **Committee Membership**

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**Student membership:**

**Executive Council Members: (Ex-officio)**

**Staff membership**

**Faculty membership**



# Committee Responsibilities

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- Evaluate the institution's progress toward 6 strategic initiatives approved by the campus in October 2002
- Evaluate functional units' progress toward accomplishing their initiatives: how do the functional unit's initiatives contribute to the institution's 6 strategic initiatives?
- Highlight accomplishments and identify concerns
- Make recommendations to improve systems and services and to re-allocate institution's resources so that institution's strategic initiatives are met



# **Subcommittee Structure**

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**Subcommittee A: Design and Implementation**

**Subcommittee B: Analysis and Reporting**



# Subcommittee A:

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- **Subcommittee Responsibility:** Design and Implementation
  
- **Mission:** facilitate regular review of all institutional assessment plans with focus on planning and implementation for the institution as a whole



# Subcommittee B:

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- **Subcommittee Responsibility:** Analysis and Reporting
- **Mission:** facilitate research-based decision making across the university



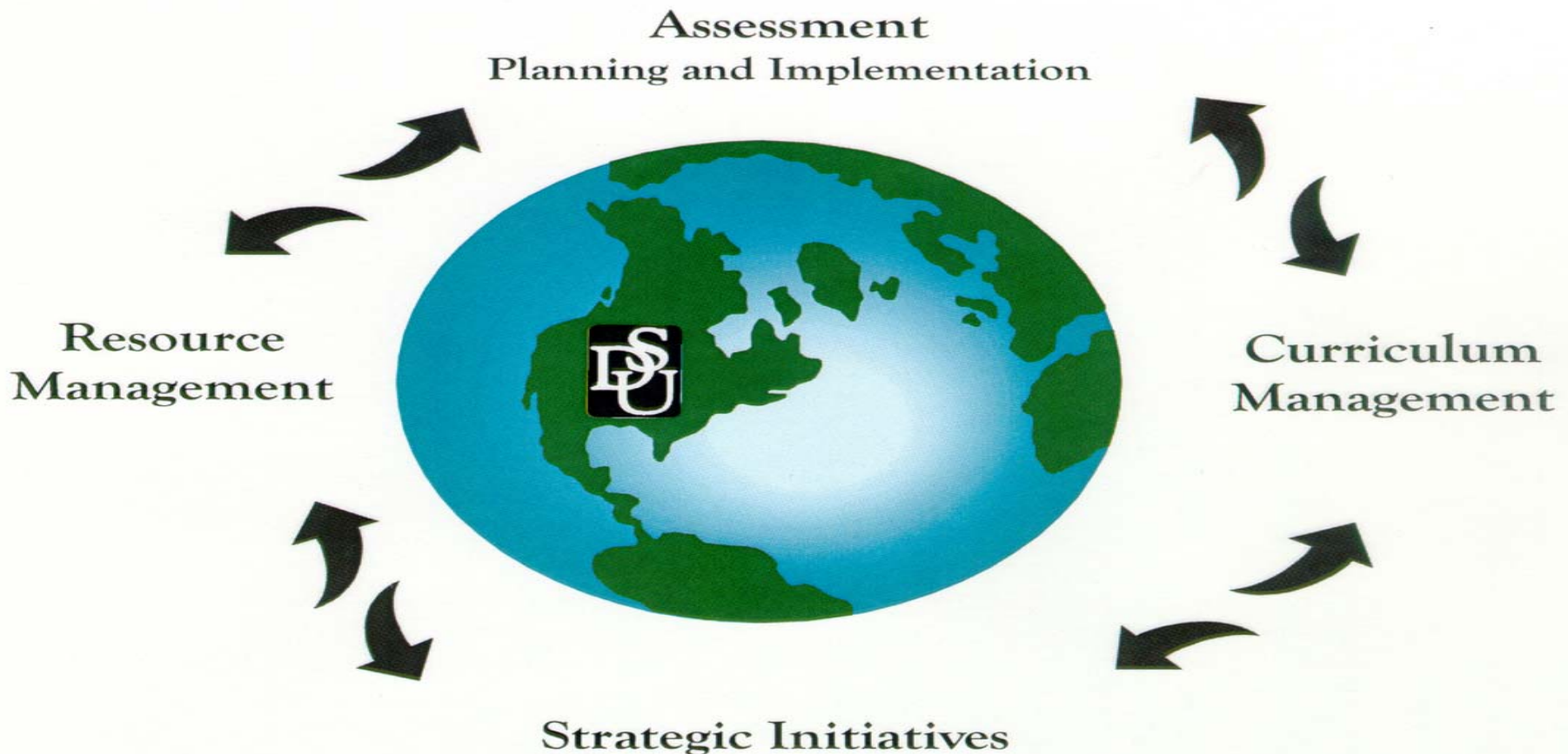
# Member's Responsibilities

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- Institutional Effectiveness Committee will lead the institution through this change in perspective
- You represent your functional unit on this committee
- You are expected to serve as the liaison between your functional unit and the committee
- You are expected to serve as an advocate for students, not an advocate for your functional unit

# DSU Assessment

## “Closing the Loop”



# Institutional Effectiveness

## Part 2

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# Previous Assignments

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- **Become familiar with DSU's strategic plan**
- **Become familiar with initiatives specific to your unit**
- **Think about sub-committee assignment**



# Process for the Committee

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## **Operationalize DSU's strategic plan (goal by goal)**

- Provide definitions of terms
- Align DSU initiatives with BOR initiatives
- Align unit initiatives with DSU's strategic initiatives
- Establish measurable objectives and standards of performance
- Obtain feedback from Executive Council and Academic Council
- Complete process by April



# Definitions

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**Goals:** Intended results in general, global terms

**Objectives:** Intended results in precise terms  
(action verbs and measurable)

**Evaluation measures:** Methods to measure  
the outcomes (e.g., graduate survey)

**Standards of performance:** specific criteria  
or benchmarks that should be met



# Definitions

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- **Objectives:** Brief clear statements using action verbs. Multiple, measurable objectives for each goal. (Sometimes called outcomes.)
- **Evaluation measures:** Direct and indirect methods to measure objectives



# Evaluation Measures / Performance Standards

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- **Contribution to student learning**
- **Measures of volume of activity**
  - Number of students served
- **Measures of efficiency**
  - Timely service / prompt responses
- **Measures of service quality**
  - Student satisfaction survey



# Evaluation Measures / Performance Standards

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- **Direct measures of student learning**
  - Standardized tests, essays, presentations
- **Indirect measures of student learning**
  - Satisfaction surveys, exit interviews, graduate and employer surveys
- **Measures of effective teaching**
  - Surveys, research, scholarship



# Example: Functional Unit

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**Goal:** Increase student retention

**Objective:** Provide high level of service quality on campus, relative to national standards

**Measure Service Quality:** “Personnel involved in registration are helpful”  
(question on Student Satisfaction Survey)

**Standard of performance:** Rating of 5.5 or higher on a scale of 1-7 (where national average is 4.9)



# Example: Academic Units

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**Goal:** Increase retention by actively recruiting and retaining highly qualified students in college's majors

**Objective:** Review advising process to ensure students are receiving quality academic advising

**Measure Service Quality:** "Academic advisor is knowledgeable about requirements in my major" (question on Student Satisfaction Survey)

**Standard of performance:** Rating of 6.0 or higher on a scale of 1-7 (where national average is 5.38)



# Align DSU / BOR initiatives using DSU'S Strategic Plan

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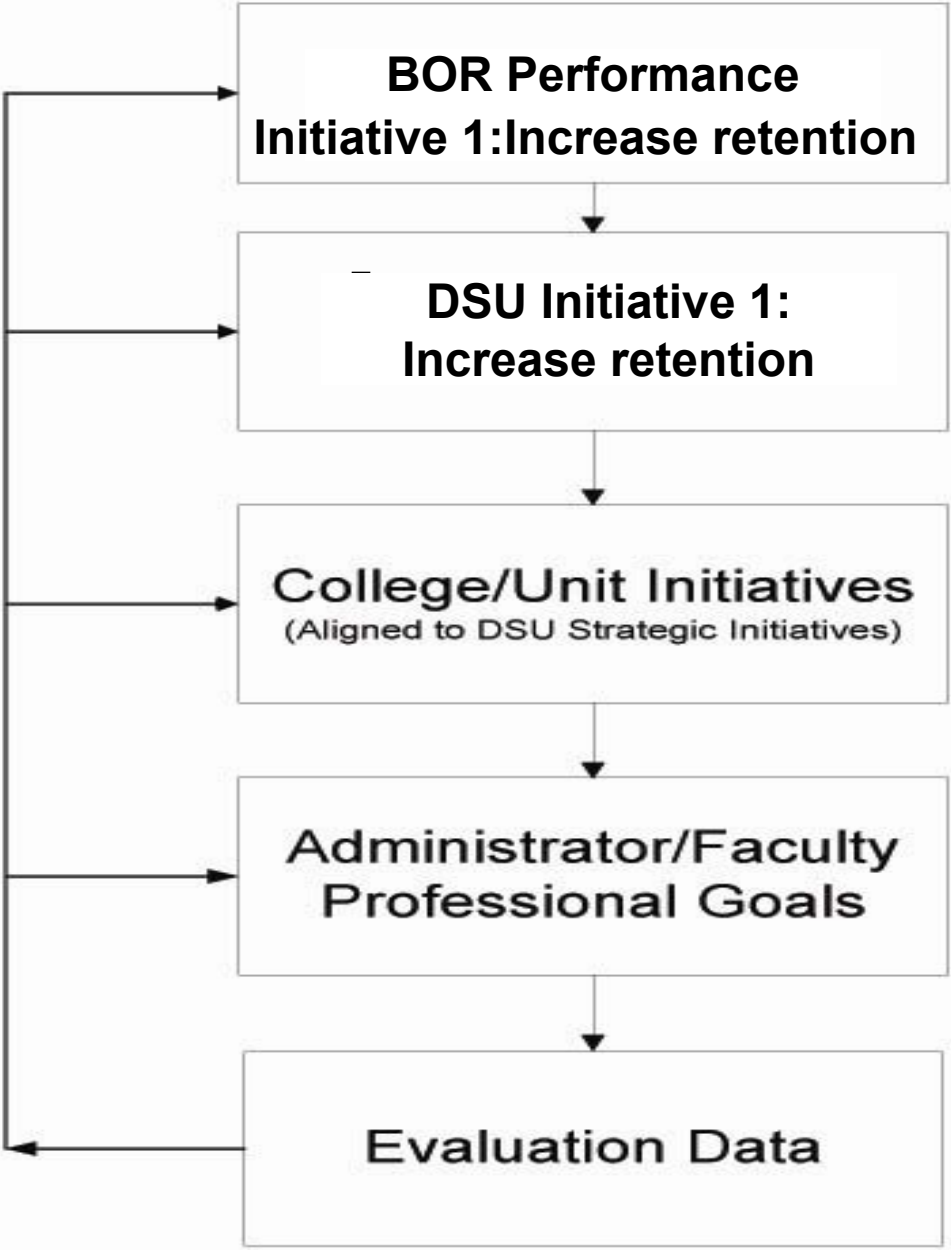
**“DSU: HIGH TECH, *Personal Touch*”**

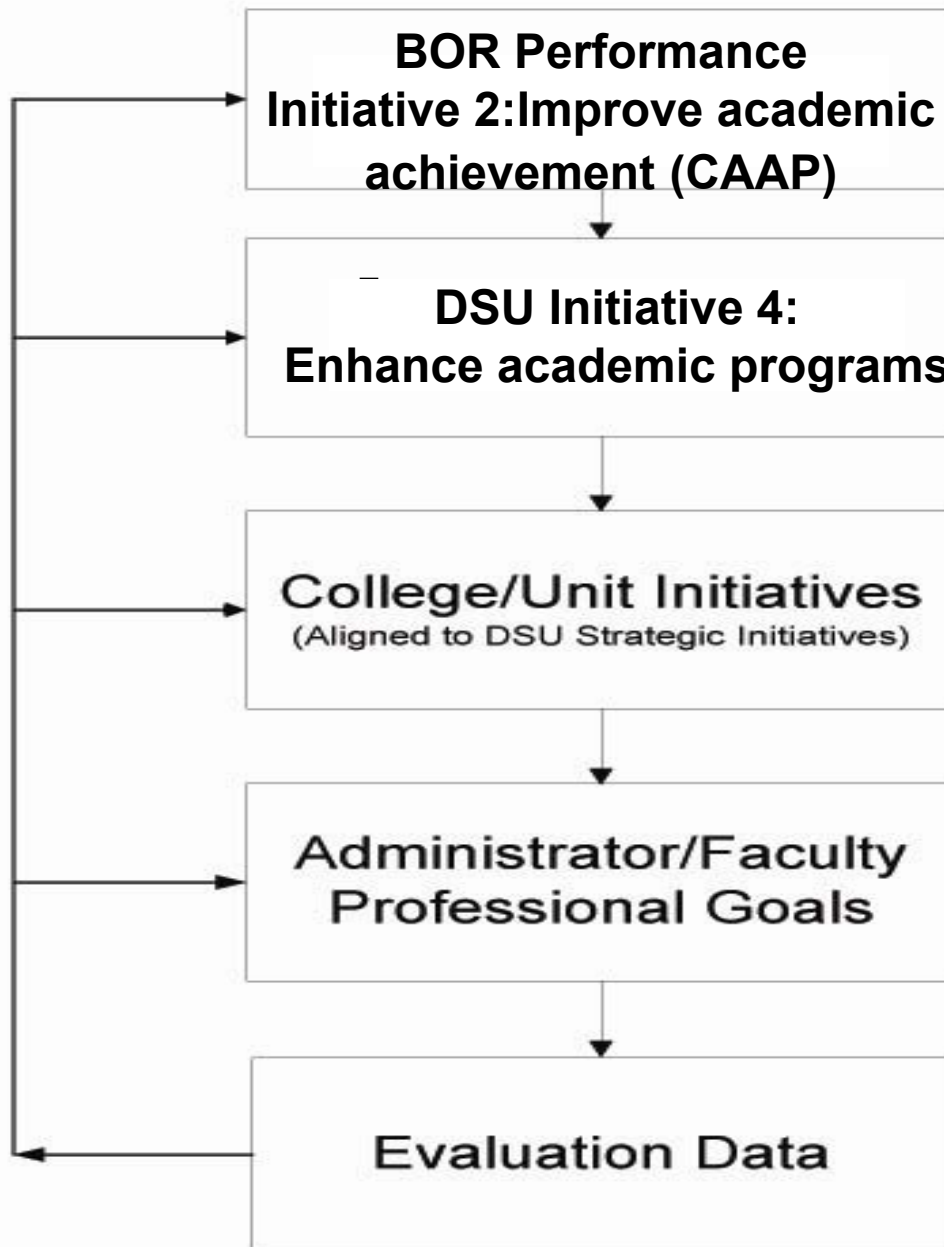
## **Strategic Initiatives**

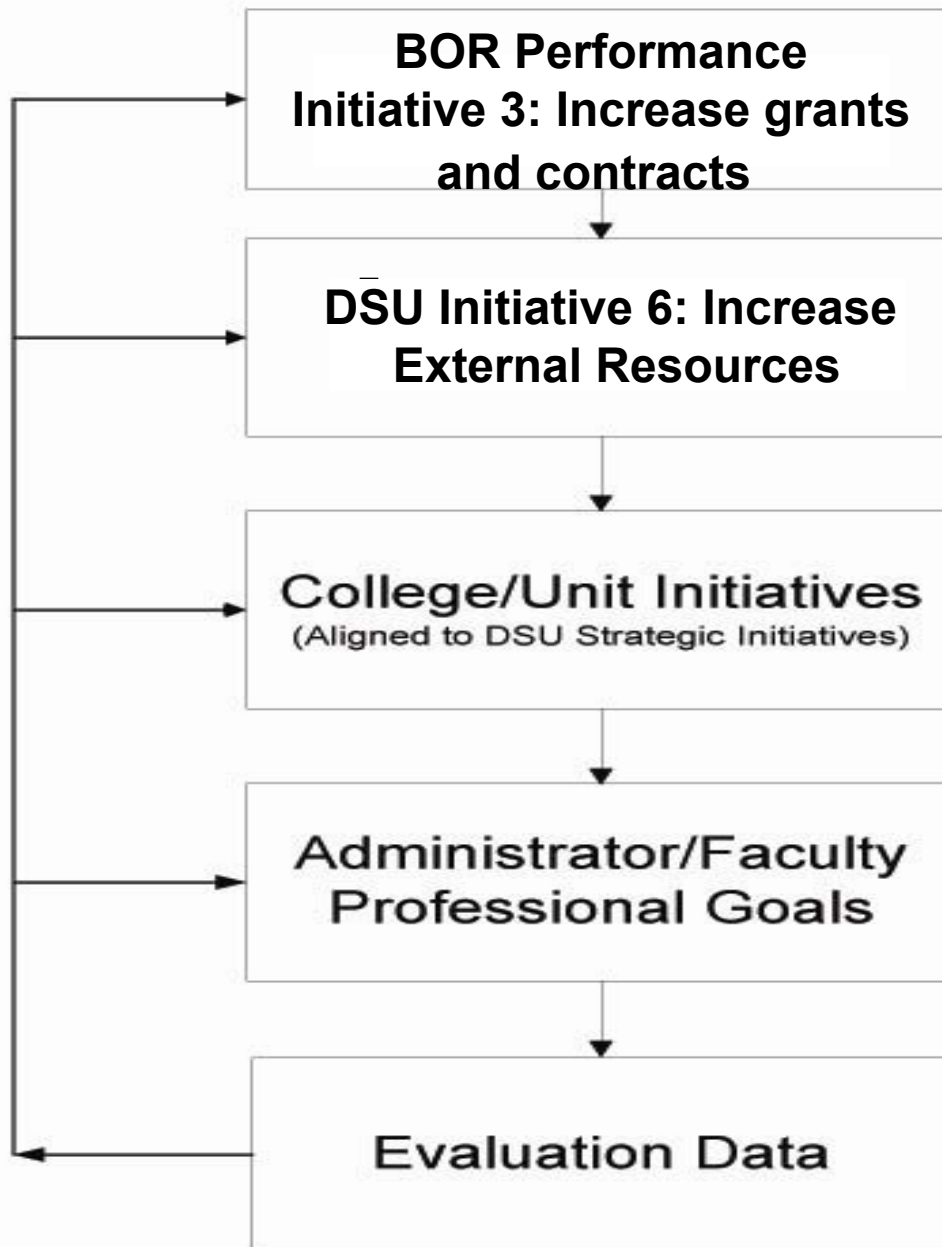
- Retention
- Recruitment
- Technology / Facilities Infrastructure
- Academic Programs
- Campus Management
- Increase External Resources

**Approved by DSU in October 2002**

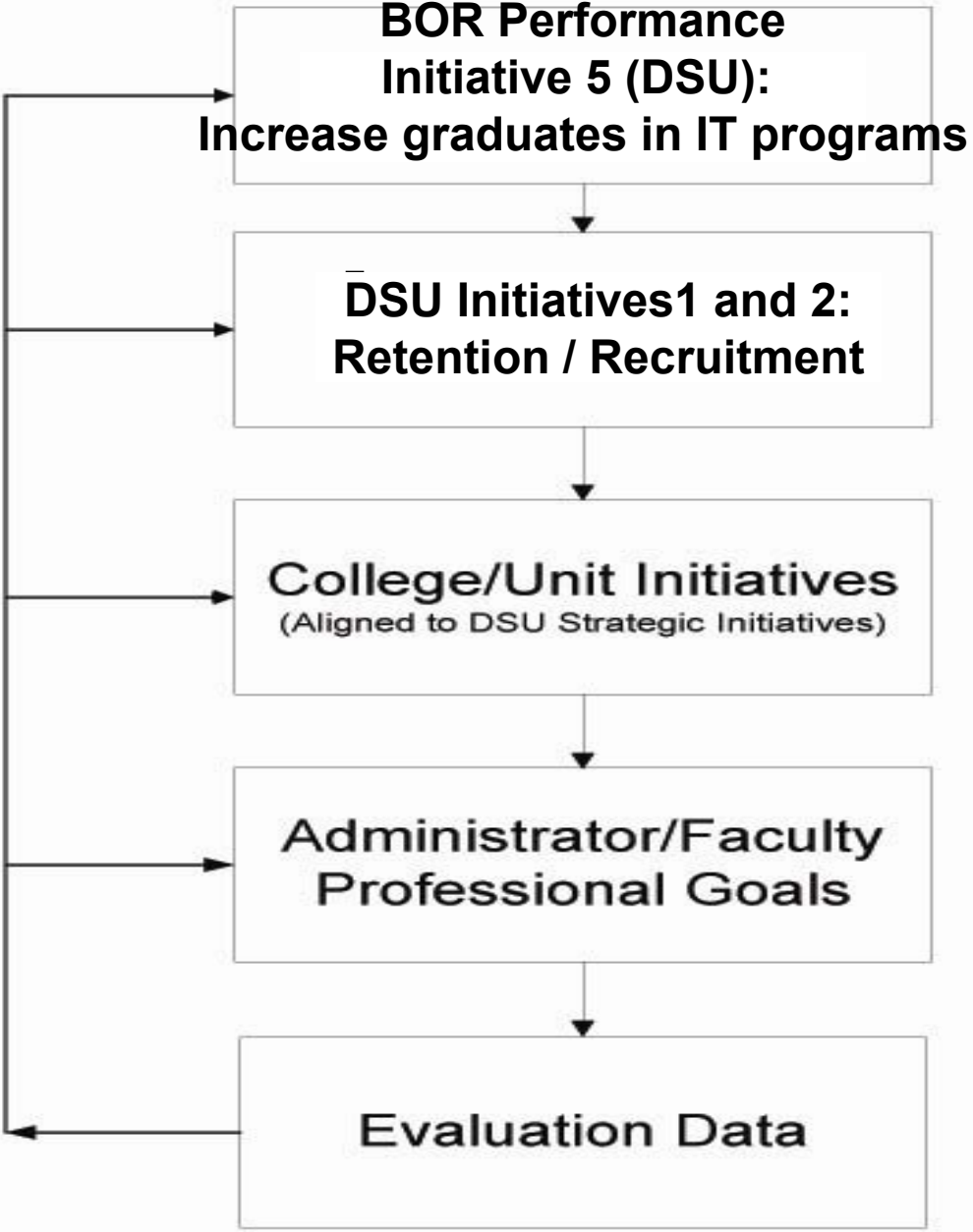














# Strategic Plan: Retention

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**Retention Goal:** DSU will enrich the undergraduate experience and build the graduate experience

**Retention Objective:** By 2007, DSU will have retention and graduation rates among the highest in Regental system.

**Evaluation Measure:** BOR FactBook data

**Performance Standard 1:** Increase first-year student retention rates to XX%

**Performance Standard 2:** Increase six-year graduation rates to XX%

**Performance Standard 3:** Increase student body diversity by XX %



# Retention: Functional Unit

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## **Student Development**

**Goal:** Increase student retention by building student assets to foster persistence and success

**Objectives:** Identify at-risk students and develop an action plan to provide assistance

**Evaluation Measure:** DSU Retention Statistics

**Performance Standard 1:** XX% of freshman at-risk students will be retained as sophomores

**Performance Standard 2:** XX% of at-risk students.....



# Retention: Academic units

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## **College of Education:**

**Goal:** Increase student retention by recruiting and retaining highly qualified students in college's majors

**Objectives:** Review advising process to ensure students are receiving quality academic advising

**Evaluation Measure:** "Academic advisor is knowledgeable about requirements in my major" (question on Student Satisfaction Survey)

**Performance Standard 1:** Rating of 6.0 or higher on a scale of 1-7 (where national average is 5.38)

**Performance Standard 2:** XX% of students...

# Institutional Effectiveness

## Part 3

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**IEC Committee**





# Process for the Committee

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## **Operationalize DSU's strategic plan (goal by goal)**

- ✓ Provide definitions of terms
- ✓ Align DSU initiatives with BOR initiatives
- Align unit initiatives with DSU's strategic initiatives
- Establish measurable objectives and standards of performance
- Obtain feedback from Executive Council and Academic Council
- Complete process by April



# Process for the Units

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## Mission Statement

Step 1: Develop goals (most aligned with DSU's Plan)

Step 2: Develop objectives

Step 3: Select evaluation measures

Step 4: Set standards of performance including time lines

Step 5: Completed assessment plan on the web!!!

Step 5: Collect, report and evaluate all of the assessment information

Step 6: Action plans based on data



# Definition of types of plans

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## **DSU Strategic Plan:**

Summary of University' strategic initiatives aligned with BOR initiatives



# Definitions

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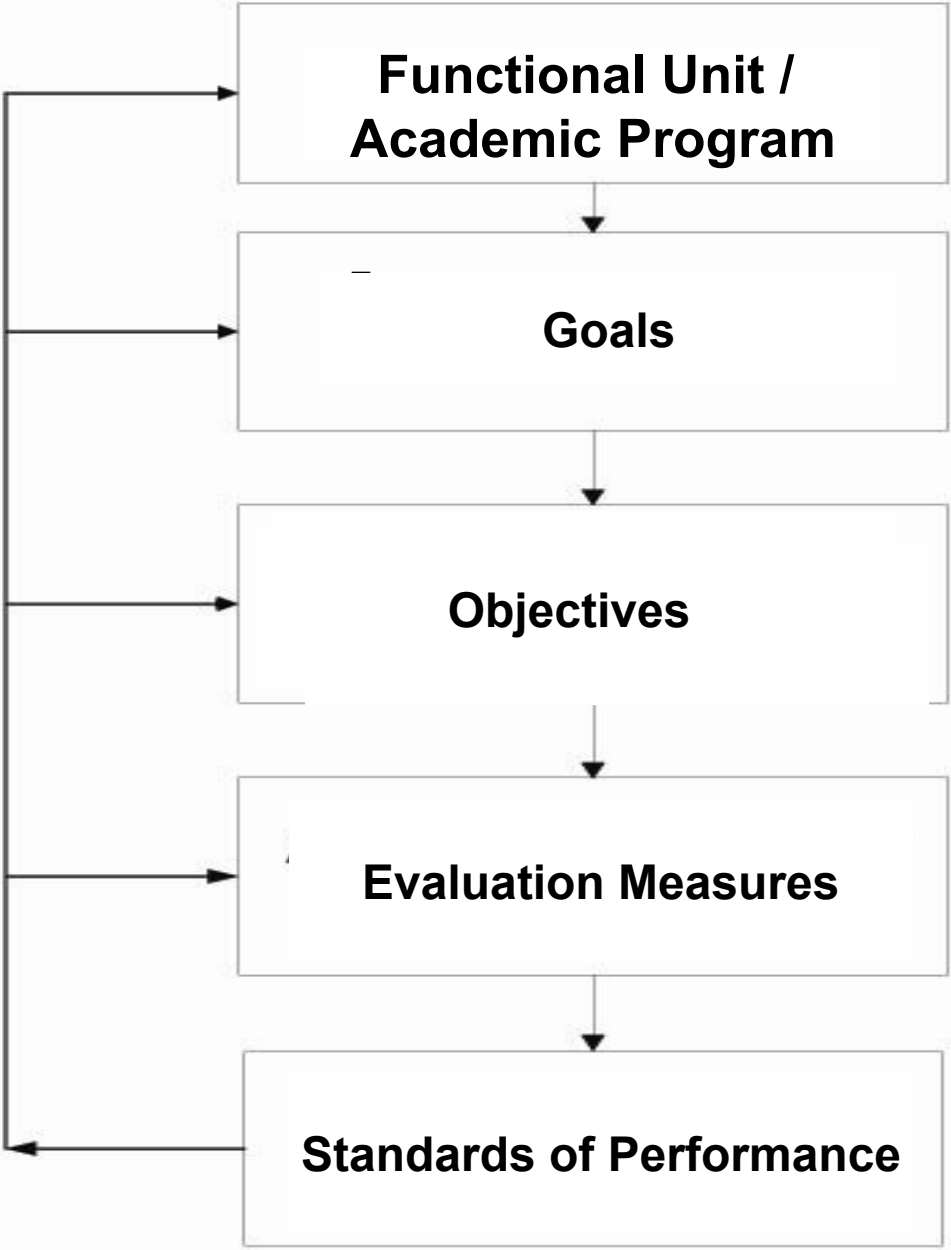
## **DSU Assessment Plans:**

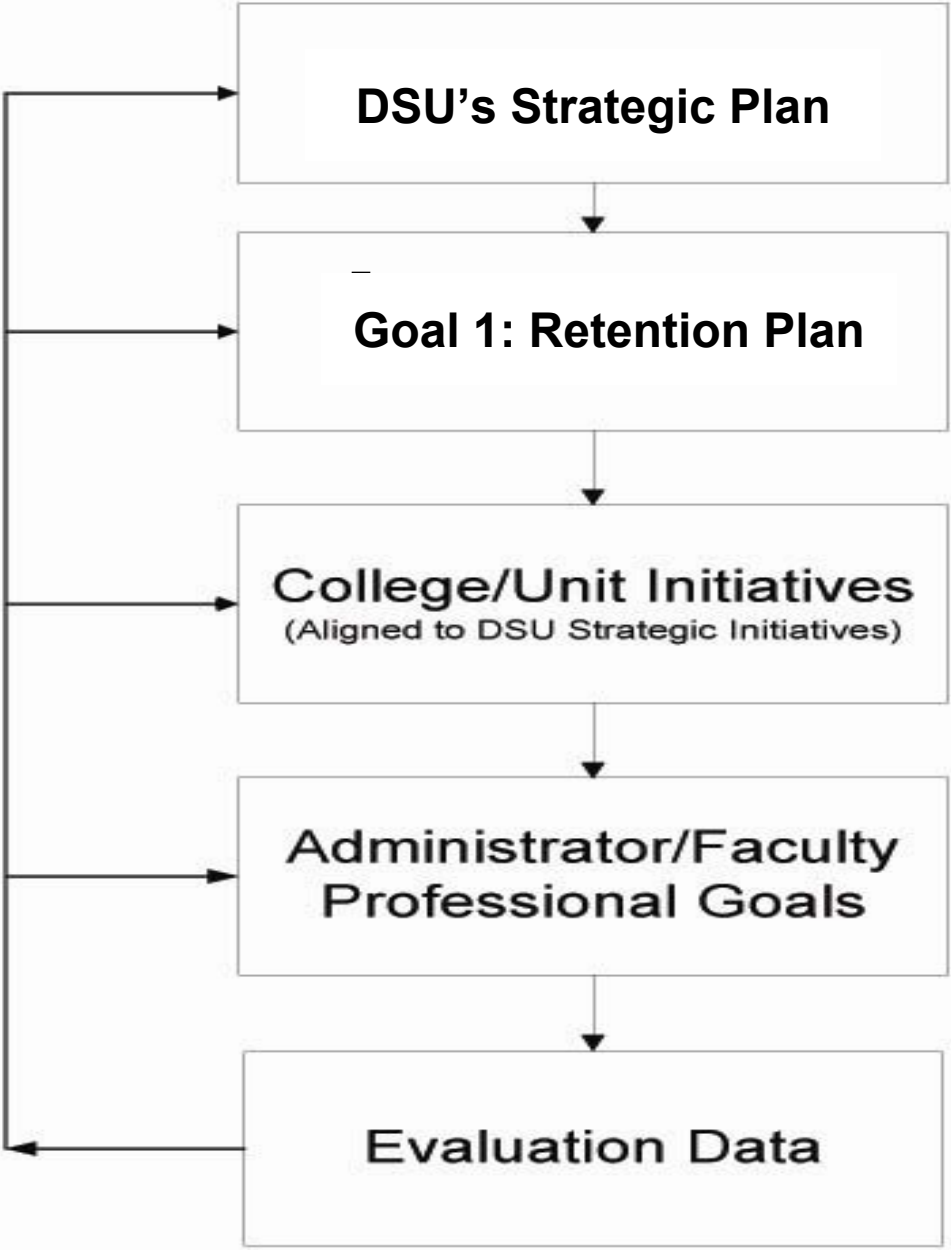
Functional units' / academic programs' assessment plan- all goals, outcomes and standards of performance for each unit and program

[http://www2.oemas.ucf.edu/oemas/phase1/plan\\_pull\\_down\\_2002\\_2003.asp](http://www2.oemas.ucf.edu/oemas/phase1/plan_pull_down_2002_2003.asp)

## **DSU Retention Plan:**

Summary of academic and functional unit's goals, objectives and evaluation measures related to retention







# Objectives / Outcomes

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In developing outcomes, think SMART

**S**pecific

**M**easurable

**A**ggressive but attainable

**R**esults oriented

**T**ime bound

(Roanoke College website)



# Objectives / Outcomes

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Knowledge outcomes- cognitive aspect of educational outcomes

Skills outcomes-relative abilities of students to perform explicit tasks (e.g. professional, social functioning)

Attitude / Value outcomes-affective impacts of higher education

Relationships with Society and with Particular Constituencies- longer-term measure of the effects of higher education

(Roanoke College website)

# Evaluation measures



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- Current INDIRECT measures: summary in notebook
  - Student Satisfaction Inventory
  - National Survey of Student Engagement
  - Employer Survey
  - Graduate Survey
  - Graduation / retention rates (I thought direct)
  - Tracking at-risk students

# Evaluation measures



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- Current DIRECT measures: summary in notebook
  - ACT and CAAP scores
  - National exams (MFAT, PRAXIS)
  - Certification and licensure exams
  - Performance assessments
  - Portfolio evaluations
  - Capstone courses
  - Locally-developed exams

# Institutional Effectiveness

## Part 4

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**IEC Committee**





# Process for Measuring Institutional Effectiveness

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Mission Statement

**Step 1: Develop goals related to retention**

**Step 2: Develop objectives related to retention**

Step 3: Select evaluation measures

Step 4: Set standards of performance including time lines

Step 5: **Develop Institutional Effectiveness website**

Step 6: Collect, report and evaluate all of the assessment information

Step 7: Develop action plans based on data



# Current Assignment

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- Align your unit's strategic initiatives to Goal 1: Retention (or explain why not appropriate)
- Identify existing objectives and identify new measurable objectives
- Think about how these objectives could be measured (evaluation measures, per definitions)



# Accomplishments to Date

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- **Committee members**

- Collected retention goals and objectives (where appropriate) from functional units
- Described process
- Reviewed objectives-resubmitted revised objectives

- **Committee chairs and assistants**

- Translated info into consistent format
- Set up Intranet site <http://www.intranet.dsu.edu/ie/>



# TODAY: Peer review

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- Provide “peer review” of current retention plans
  - Divide into small groups
  - Distribute guidelines and copies of retention plans
  - Each group choose recorder
  - Review the plans as a group
  - Provide comments (on the guidelines and/or directly on the retention plan)
  - Return the guidelines and plans to the unit representative

# Guidelines for today's review



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**Goal: Does it support DSU's Goal # 1: Retention?**

**SMART Objectives**

**S**pecific

**M**easurable

Evaluation measures

Results and time frame are include in standards of performance

**A**ggressive but attainable

**R**esults oriented

**T**ime bound

# Evaluation Measures



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## **Current INDIRECT measures**

- Student Satisfaction Inventory
- National Survey of Student Engagement
- DSU Employer Survey
- DSU Graduate Survey
- Retention / Graduation rates
- Tracking data (e.g. at-risk students, major-specific data)

# Evaluation Measures



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## **Current DIRECT measures**

- ACT and CAAP scores
- Locally developed exams
- National exams (e.g. MFAT, PRAXIS)
- Certification and licensure exams
- Performance assessments
- Portfolio evaluations
- Capstone courses / research / thesis
- Measures of volume and efficiency

# Institutional Effectiveness

## Part 5

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**IEC Committee**





# Process for Measuring Institutional Effectiveness

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Related to retention:

Step 1: Develop goals related to strategic initiatives

Step 2: Develop objectives related to strategic initiatives

Step 3: Select evaluation measures

Step 4: Set standards of performance including time lines

Step 5: Develop Institutional Effectiveness website

Step 6: Collect, report and evaluate all of the assessment information

Step 7: Develop action plans based on data



# Current Assignments

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- Review peer comments RE: Retention goals and incorporate if appropriate
- Select evaluation methods for retention objectives
- Select standards of performance for retention objectives
- Describe the process!!
- Begin working on recruitment goals and objectives



# Accomplishments to Date

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## **Committee members**

- Collected retention goals and objectives (where appropriate) from functional units
- Described process
- Reviewed objectives and resubmitted revised objectives
- Incorporated peer review comments as appropriate
- Move to Goal 2: Recruitment



# Accomplishments to Date

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## **Committee chairs and assistants**

- Translated info from functional units into consistent format
- Drafted themes for retention
- Set up Intranet site <http://www.intranet.dsu.edu/ie>



# Intranet Site

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<http://www.intranet.dsu.edu/ie>

- Organized by strategic initiatives
- Link for each unit's retention plan
  - Share with your colleagues (remember to document the process!)
- Links will be added for each goal as it's completed



# General Themes in Retention Plans

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## **Services and communications**

- Gather and utilize feedback to improve services
- Enhance web sites
- Increase online services and/ or courses
- Enhance academic advising
- Improve customer service
- Increase communication between students and the units
- Increase awareness and availability of services



# General Themes in Retention Plans

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## **Student contacts, involvement, scholarships**

- Increase participation in a variety of activities (e.g. student elections, organizations)
- More interactions with faculty, staff, students and community (e.g. employers, scholarship donar, adopt an athlete program, involvement in outreach)
- Increase funding for scholarships



# Examples of evaluation methods for these themes

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## National Survey of Student Engagement (NSSE)

- Assesses the extent to which undergraduate students are involved in educational practices linked to high levels of learning and development



# Examples of evaluation measures for the themes

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## NSSE Benchmarks

- Level of academic challenge
- Active and collaborative learning
- Student faculty interactions
- Enriching educational experiences
- Supportive campus environment



# Examples of evaluation measures for the themes

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Student Satisfaction Inventory (items rated very important by DSU students)

- Campus staff are caring and helpful
- My academic advisor is approachable
- The campus is safe and secure
- Computer labs are adequate and accessible
- The content of courses within my major is valuable
- Tuition paid is a worthwhile investment



# Next Step

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- Campus update: after all retention plans are on the Intranet, an update will be sent to the entire campus
- University Retention Plan will be developed incorporating the themes identified from your plans



# Questions

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Help! We're having difficulty keeping up with the pace!

- What if the same outcome fits into one or more areas (e.g. retention and recruitment)?
- Is it OK to move goals and outcomes to another initiative?



# Next Step

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- Campus update: after all retention plans are on the Intranet, an update will be sent to the entire campus
- University Retention Plan will be developed incorporating the themes identified from your plans
- Obtain feedback on Retention Plan from constituents (students, graduates, faculty, staff and community members)



# Questions and Comments

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- Retention conversations are taking place all over campus among students, staff, faculty
- Should the IE Committee circulate the Retention plan for comments and suggestions?
- If so, how to obtain input on Retention Plan?
  - Distribute copies in the format of the Strategic Plan
  - *Trojan Times* articles
  - Student focus groups
  - Student Senate

# Institutional Effectiveness

## Part 9

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**IEC Committee**





# Current Assignments

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- Complete Strategic Initiatives 3 and 4 and send to Carrie for inclusion on the Intranet
- Work on plans for Strategic Initiatives 5 and 6
  - Campus Management
  - Increase Resources
- Document process used for discussions
- Intranet site: <http://www.intranet.dsu.edu/ie>



# Today's Presentations

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- **Goal 3: Technology / Facilities Infrastructure**
- **Computing Services**
- **Goal 5 and 6**
- **College of Arts and Sciences**

# Institutional Effectiveness

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Final Presentation

**IEC Carrie Ahern**



# Presentation



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- Committee's progress toward goals
- Introduction to AQIP
- Student satisfaction inventory highlights
- Noel Levitz consulting



# DSU'S Strategic Plan

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## **“DSU: HIGH TECH, *Personal Touch*”**

### Strategic Initiatives

- Retention
- Recruitment
- Technology / Facilities Infrastructure
- Academic Programs
- Campus Management
- Increase External Resources (Resources, Scholarship and Research)

Approved by DSU in October 2002



# Committee's progress toward their goals

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Goal 1: Evaluate the **institution's progress** toward the six strategic initiatives

Evaluation to date: Committee identified themes for retention based on functional units' retention plans.

To Do (Summer plans): Identify common themes from unit plans for each of the other five strategic initiatives and develop comprehensive plan for the institution



# Committee's progress toward their goals

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Goal 2: Evaluate functional units' progress toward accomplishing their initiatives: how do the functional unit's initiatives contribute to the institution's 6 strategic initiatives?

Evaluation to date: Intranet site contains draft plans for each unit for appropriate initiatives

Unit reps became very proficient at writing outcomes!

To Do (Summer plans): Units finalize plans



# Committee's progress toward their goals

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Goal 3: Highlight accomplishments and identify concerns

Evaluation to date: Committee briefly reviewed several data sources

To Do (Summer plans): Finalize benchmarks

To Do (Fall plans -Subcommittees): Collect and review data to identify strengths and concerns at unit level and at the institutional level



# Committee's progress toward their goals

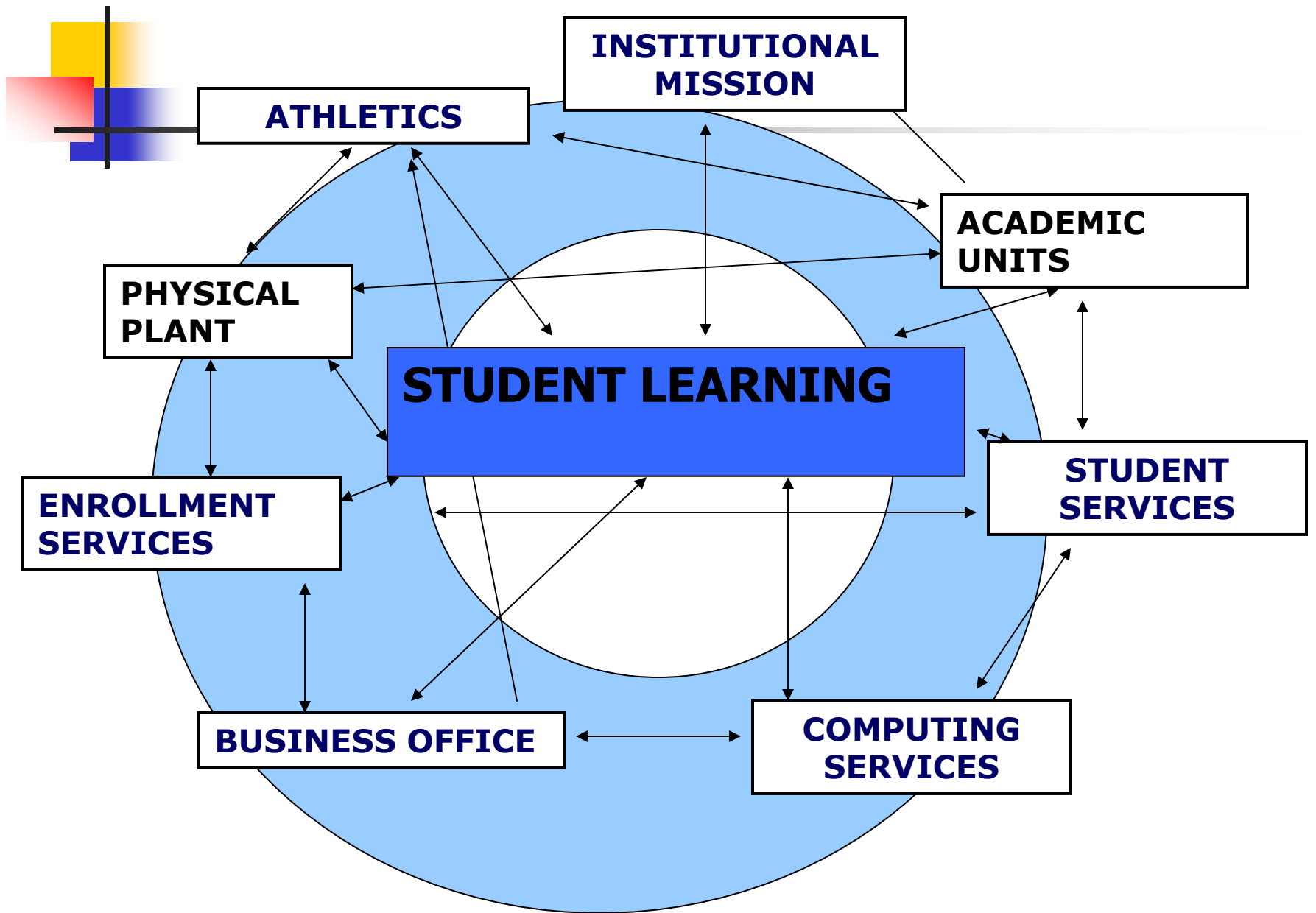
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Goal 4: Make recommendations to improve systems and services and to re-allocate institution's resources so that institution's strategic initiatives are met

Evaluation to date: Unit strategic plans were utilized in budget hearings and annual evaluation of supervisors; began process of setting benchmarks

To Do (Fall plans-Subcommittees): Develop action plans based on evaluation of each initiative and include in final Strategic Plan Evaluation

# New Perspective





# Benefits of New Perspective

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- Support student learning by highlighting accomplishments and identifying concerns
- Meet Higher Learning Commission accreditation requirements: on-going assessment and evaluation processes that provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement
- Support institutional improvement by providing data to evaluate strategic initiatives
- All functional units involved in and responsible for student learning



# Higher Learning Commission Accreditation

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AQIP -Academic Quality Improvement Program

Alternative process to maintain accreditation which focuses on continuous improvement

“Allows an organization to demonstrate that it meets the HLC Criteria through a sequence of events that align with ongoing activities that characterize organizations striving continuously to improve their performance”



# Strategic Planning as preparation for AQIP

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- Developed clear vision, mission, set of values
- Outlined opportunities, established priorities, and set directions for involved decision-making and accomplishment of desired goals and objectives
- Developed specific action items, persons responsible, and due dates for reporting on progress



# Strategic Planning as preparation for AQIP

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Link the nine AQIP principles and criteria with DSU's Strategic Plan

1. Understanding students' and other stakeholders' needs
2. Valuing people
3. Leading and communicating
4. Supporting institutional operations
5. Planning continuous improvement
6. Building collaborative relationships
7. Helping students learn
8. Accomplishing other distinctive objectives



# Strategic Planning as preparation for AQIP

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- Create a matrix to align the AQIP criteria with DSU's Strategic Plan
- Integrate AQIP timeline into institutional planning
- Consider AQIP approval to substitute DSU's strategic planning and IE processes for the self-assessment portion of AQIP



# AQIP Timeline

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Once: Self-assessment and application (possibly Summer 03)

Every Year: Annual updates and systems portfolio maintenance

Every 4 years: Strategy Forum and Systems Appraisal

Every 7 Years: Reaffirmation of accreditation  
(reaffirmation set for 7 academic years after joining AQIP)



# AQIP Process

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Self-assessment: Rapid process-centered review of challenges and opportunities in preparation for AQIP and strategy forum

Strategy Forum: Workshop where teams from several organizations collaborate to sharpen vital improvement strategies into three or four action projects (at the beginning and again every 4 years)



# AQIP Process

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Action Projects: Public, focused initiatives created to achieve desired improvements, (specified at the beginning and typically completed in 6 months to three years)

Annual Update: Yearly report on status of Action Projects (AQIP provides formal feedback)

Systems portfolio: Publication describing key processes, performance results and improvement practices (ongoing-kept up to date throughout the process)



# AQIP Process

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Systems Appraisal: Expert review of Systems Portfolio providing actionable feedback from AQIP on opportunities and strengths (every 4 years)

Reaffirmation of accreditation: Verification through previously submitted evidence that the Commission's expectations for continuing accreditation are met (every 7 years)



# Possible benefits of choosing AQIP

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- ❑ DSU's institutional effectiveness process really is the continuous improvement process required in AQIP
- ❑ DSU controls accreditation process—looks forward
- ❑ Reaffirmation of accreditation becomes set of sequenced events integrated with DSU's strategic planning



# Noel Levitz SSI- 2003 data

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## **Areas of Strength: High Satisfaction with Moderately High Importance (low performance gaps)**

- The campus is safe and secure for all students.
  - Ranked 1st in satisfaction and 13th in importance (.32)
- I am able to utilize my overall computer knowledge.
  - Ranked 3rd in satisfaction and 17th in importance (.46)
- I am able to adapt to changes in the computing environment.
  - Ranked 4th in satisfaction and 19th in importance (.50)
- The institution has a good reputation within the community
  - Ranked 2<sup>nd</sup> in satisfaction and 50<sup>th</sup> in importance (.25)

# DSU Assessment

## “Closing the Loop”

