Institutional Effectiveness

SACSCOC Reaffirmation Report: 2025

Standard 7.3 : Administrative Support Services
Standard 8.2a: Educational Programs
Standard 8.2b: General Education
Standard 8.2c: Academic and Student Services

- Will include 3 years of IE Reports for each Academic Program, Academic/ Student Services AND Administrative Support Services (FY2023, FY2024, & FY2025)

- Will include approximately 68 Academic programs, 50 Academic/ Student Service offices and 27 Administrative Support Service offices

SACSCOC Standards

7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

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. Educational Programs

  b. General Education competencies

  c. Academic and student services

Beyond accreditation and accountability

The intent behind institutional effectiveness is *continuous improvement*.

  o What can we do to improve delivery of our programs and services?

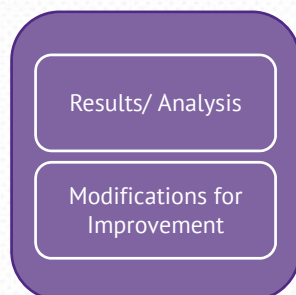 o How can we best apply our limited resources in the delivery of our programs and services?

The key to a successful institutional effectiveness process is *good documentation.*

  o How can we measure and demonstrate progress?

Simplify the Documentation System

OUTCOME
TEMPLATE
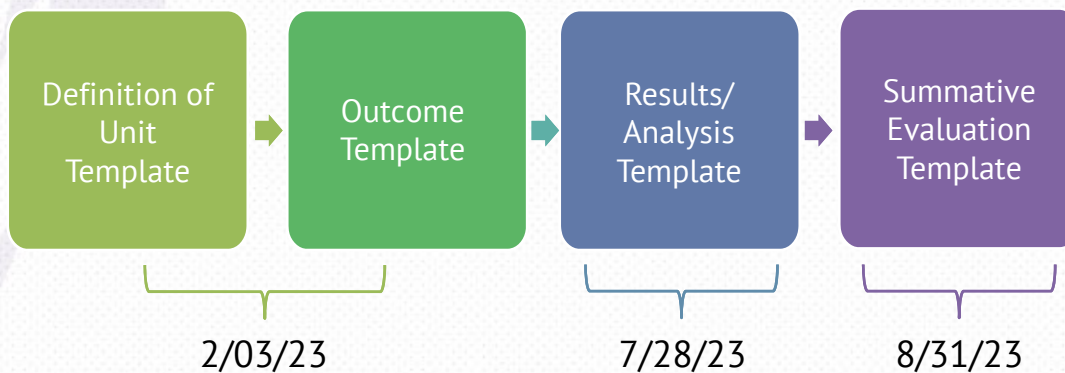
- Outcome
- Assessment Methods
- Criteria for Success
- Link to Strategic Plan

- Results/ Analysis
- Modifications for Improvement

RESULTS
TEMPLATE

Create clearer connections between key components

Timeline for the IE Process

Definition of Unit Template → Outcome Template → Results/ Analysis Template → Summative Evaluation Template

2/03/23   7/28/23   8/31/23

Workshop Priorities

OUTCOME TEMPLATE

- Outcome
- Assessment Methods
- Criteria for Success
- Link to Strategic Plan

February 3rd Deadline
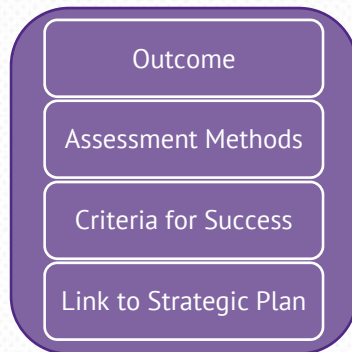
Documented in Campus Labs

- 1 Definition of Unit template
  - Mission statement
  - Curriculum Map (Academic Programs)
- 3-5 Outcome templates
  - Specific, Measurable Outcome
  - Minimum of 1 Direct Assessment Method aligned for each Outcome
  - Defined Criteria for Success

Outcomes

Definitions

- o Mission – A brief but concise statement of why a unit exists, what its purpose is
- o Goal – a broad statement about what a unit wants to accomplish
- o Outcome – a specific, measurable statement that lets a unit know when it has accomplished its goals

- University Mission / Strategic Plan
- Division Mission
- Program Mission
- Program Goals
- Program Outcomes

Program vs Student Learning Outcomes

Program Outcomes

o Statements indicating how a department will impact the needs or satisfaction of students, faculty, staff, and/or other institutional stakeholders.

Administrative Support Services

Educational Programs

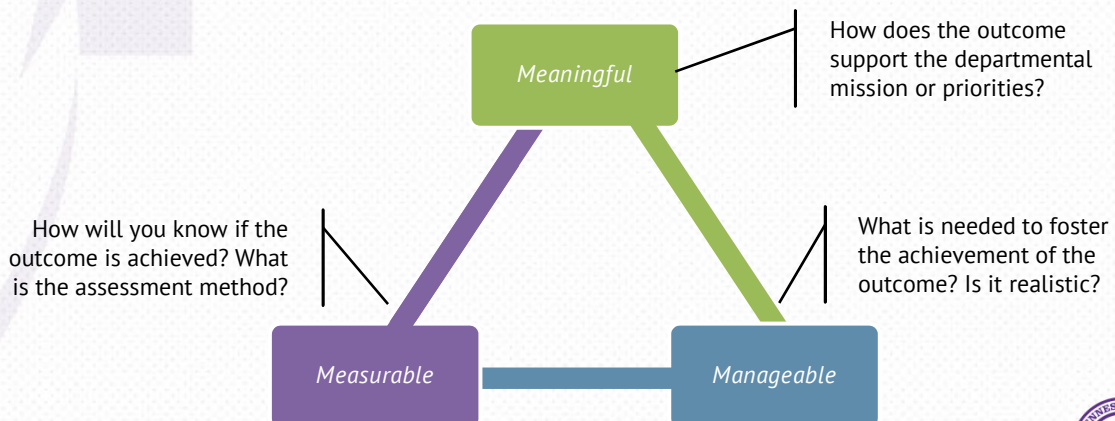Academic and Student Services

Student Learning Outcomes (SLOs)

o Statements indicating what a participant (usually students) will know, think or do, as a result of a course, activity, program, etc.

Educational Programs

Academic and Student Services

Outcomes: The 3 M's

Meaningful — How does the outcome support the departmental mission or priorities?

Measurable — How will you know if the outcome is achieved? What is the assessment method?

Manageable — What is needed to foster the achievement of the outcome? Is it realistic?

Structure of Outcomes

A	B	C	D
Audience WHO	**Behavior** WHAT	**Condition** HOW/WHEN	**Degree** HOW MUCH

The Department of Business & Fiscal Affairs will decrease financial statement audit findings to zero over the next year by preparing the annual statements in accordance with the appropriate standards and presenting said statements fairly.

Example Program Outcome

Example Outcome Statement:

Provide incoming students and parents with first-year orientation programs that provide sufficient information on Academic Requirements, Financial Aid, and Dining Services.

Revised to follow Structure of Outcomes:

Parents and students who attend first-year orientation programs will illustrate that the programs provided them with sufficient information on Academic Requirements, Financial Aid, and Dining Services with 80% responding favorably to the SOAR Student and Parent Evaluation.

Example Student Learning Outcome

Example Outcome Statement:

Students (English BA) will demonstrate the capacity to write and speak clearly, read perceptively, and think critically.

Revised to follow Structure of Outcomes:

Students graduating with a degree in English will employ their capacity to write and speak clearly with 85% of students scoring "Very Good" or above in each relevant rubric category of the ENGL 4995 senior Colloquium Oral Presentation.

Students graduating with a degree in English will apply their ability to think critically with 80% of students performing at or above the national average on the California Critical Thinking Skills Test (CCTST).

Scenario

The Office of Research and Economic Development would like to increase extramural funding by tracking faculty research grants and travel funds throughout 2022. They hope to attain $130,000 of such funding.

Outcome Statement:

Develop and encourage activities to increase extramural funding.

Revised Outcome Statement:

The Office of Research and Economic Development will demonstrate an increase in the development and encouragement of extramural funding by tracking an attainment of at least $130,000 in faculty research grants and travel funds during the 2022/23 year.

Assessments

Definition

- o Assessment method – methodologies/data to determine whether the expected outcome was realized
- o Criteria for Success– a target or threshold used to determine a successful outcome

Questions to ask

1. What information is needed to evaluate progress on the outcome?
2. How will that information be collected and how often?
3. How will the unit know if an outcome has been met?

Types of Assessment Methods

Direct Assessments
Evaluates actual performance

Enrollment and Graduation Rates
Response Time
Efficiency/Productivity Rates

Major Field Assessments
Research, Thesis, or Capstone projects

Indirect Assessments
Evaluates perceived performance

Satisfaction Survey
Exit Interviews
Focus Group

Course Evaluations
Syllabi & Curriculum Analysis

All SLOs should include at least one direct assessment.

Most Program Outcomes should include at least one direct assessment.

Selecting Assessment Methods

- Assessment method should align with the intended outcome
- Results of the assessment method should be:
  - Specific and usable
  - Built on current data collection processes
  - Easily interpreted/ unambiguous
- Use multiple assessment tools when able

Criteria for Success

Criteria for Success–used to determine the successful completion of an outcome for example:

- Students will improve on the critical thinking assessment to 100% of the university average.
- Student participation will increase by 5% over the next 3 years.
- More than 80% of faculty will complete the IDEA objective selection form.

Are they measurable?

Office of New Student and Family Programs

Program Outcome	Assessment Methods	Criteria for Success

Provide incoming students and parents with first-year orientation programs that provide sufficient information on Academic Requirements, Financial Aid, and Dining Services.
 	
Are all the ABCD components present?
   Audience/Who
   Behavior/What
   Condition/How
   Degree/How much
	Students and parents complete the SOAR Student and Parent Evaluations at the conclusion of their respective orientation programs. The survey asks an array of questions covering the program and collects both qualitative and quantitative data for analysis and programmatic improvements.
	
	Does the assessment clearly align with the program outcome?
	
	What additional information would be needed to better align the assessment with the outcome?
		Students will respond favorably to survey questions.
		
		Parents will respond favorably to survey questions.
		
		Is it clear how the department will know if the outcome is met?

Alignment with Strategic Goals	
	'Education for Life'
	'Innovation in all We Do'
3a	'Exceptional Stewardship'
	'Engagement for Impact'

Office of New Student and Family Programs

Program Outcome	Assessment Methods	Criteria for Success
Parents and students who attend first-year orientation programs will illustrate that the programs provided them with sufficient information on Academic Requirements, Financial Aid, and Dining Services with 80% responding favorably to the SOAR Student and Parent Evaluation.	SOAR Student and Parent Evaluation: Students and parents complete the SOAR Student and Parent Evaluations at the conclusion of their respective orientation programs. The survey asks an array of questions covering the program and collects both qualitative and quantitative data for analysis and programmatic improvements. Selected questions for evaluation: • The Academic College/ Dept Meetings allowed me to understand my major requirements, identify academic resources to support my success, and finalize my course schedule. • After attending the "University Finances 101" meeting, I have a better understanding of financial aid and fee payment processes and deadlines. • The Dining presentation helped me identify meal plans and dining options on campus.	SOAR Student and Parent Evaluation: Students: • 90% of students will complete the evaluation • At least 80% of participants will respond favorably (agree or strongly agree) with selected questions. Parents: • 60% of parents will complete the evaluation • At least 80% of participants will respond favorably (agree or strongly agree) with selected questions.

Alignment with Strategic Goals	
	'Education for Life'
	'Innovation in all We Do'
3a	'Exceptional Stewardship'
	'Engagement for Impact'

Revising Outcomes and Assessments

1. Are all ABCD components present?
   - *Audience/Who*
   - *Behavior/What*
   - *Condition/How*
   - *Degree/How much*
2. What additional information would be needed to better align the assessment with the outcome?
3. Is it clear how the department will know if the outcome is met?
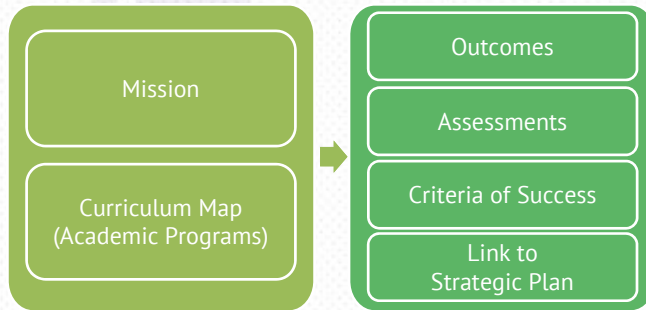
Takeaways

1. *Outcomes* – Meaningful, Measurable, Manageable

2. *Outcomes Statements* – *Audience*, *Behavior*, *Condition*, *Degree*

3. *Assessments* – provide specific and usable information to evaluate progress of an outcome

4. *Criteria for Success* – denotes progress or success of an outcome

Timeline for Reporting

February 3rd Deadline

Documented in Campus Labs

Mission

Curriculum Map (Academic Programs)

Outcomes

Assessments

Criteria of Success

Link to Strategic Plan

2/03/23

- 1 Definition of Unit template
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Contact Information

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