







Establishing Institutional Effectiveness: The Role of Administrative, Educational, and Student Support (AES) Unit Assessment

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Institutional Effectiveness?

Institutional Effectiveness is the degree to which a college or university is achieving its institutional mission. The questions that need to be answered, however, are:

- How do you measure mission achievement?
 - Use proxies
 - Institutional goals/strategic goals
- How do you know you have made progress?
 - Establish key performance indicators (KPIs)
 - Develop measurable annual targets
- How do you document and provide evidence?
 - Operational planning/IE reports
 - Strategic planning reports

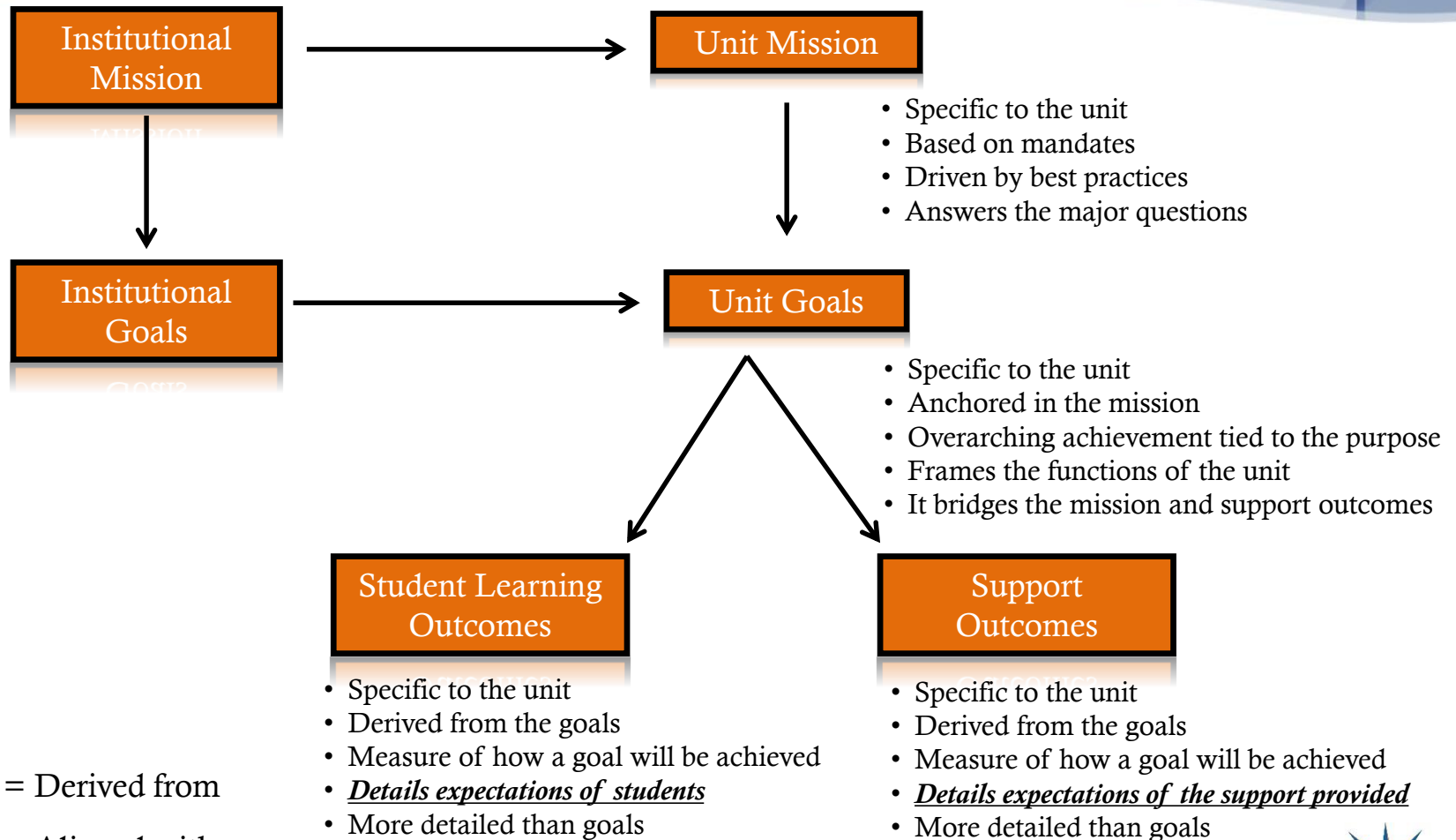


Why is IE Important?

-  Provides Evidence of Mission Achievement
-  Direction Setting/Decision Making
-  Supports Strategic/Operational Planning
-  Resource Allocation
-  Communication to External Audiences
-  Middle States Commission on Higher Education
 -  Standard I – Mission and Goals
 -  Standard II – Ethics and Integrity
 -  Standard III – Design/Delivery of the Student Learning Experience
 -  Standard IV – Support of the Study Experience
 -  Standard V – Educational Effectiveness Assessment
 -  Standard VI – Planning, Resources, and Institutional Improvement
 -  Standard VII – Governance, Leadership, and Administration



IE System Aligns Mission and Goals



↓ = Derived from
→ = Aligned with

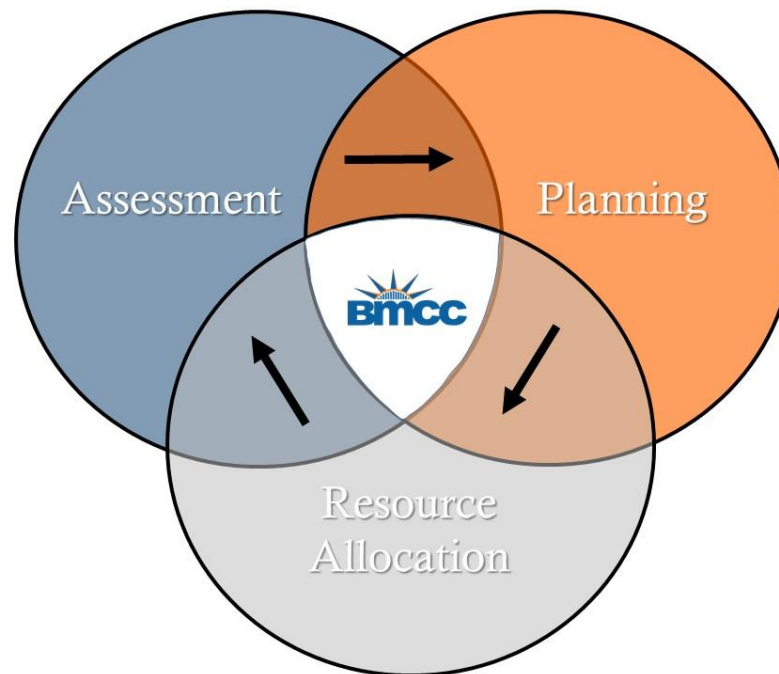
IE at BMCC

BMCC's commitment to delivering upon its mission to ensure, enhance, and fully support student success. The College engages in comprehensive and systematic assessment, evaluation, and planning processes aligned with the institutional goals and, more specifically, with the strategic planning outcomes and strategic objectives that emerged through the strategic planning process. Through annual assessments, periodic evaluations, and planning within all academic programs and administrative, educational, and student support (AES), units, the College tracks progress and ensures continuous improvement.

To reiterate, institutional effectiveness is about determining the degree to which a college or university is achieving its institutional mission.








IE at BMCC

IE is based on an integrated planning model



Successful learning and educational outcomes for BMCC students are at the center

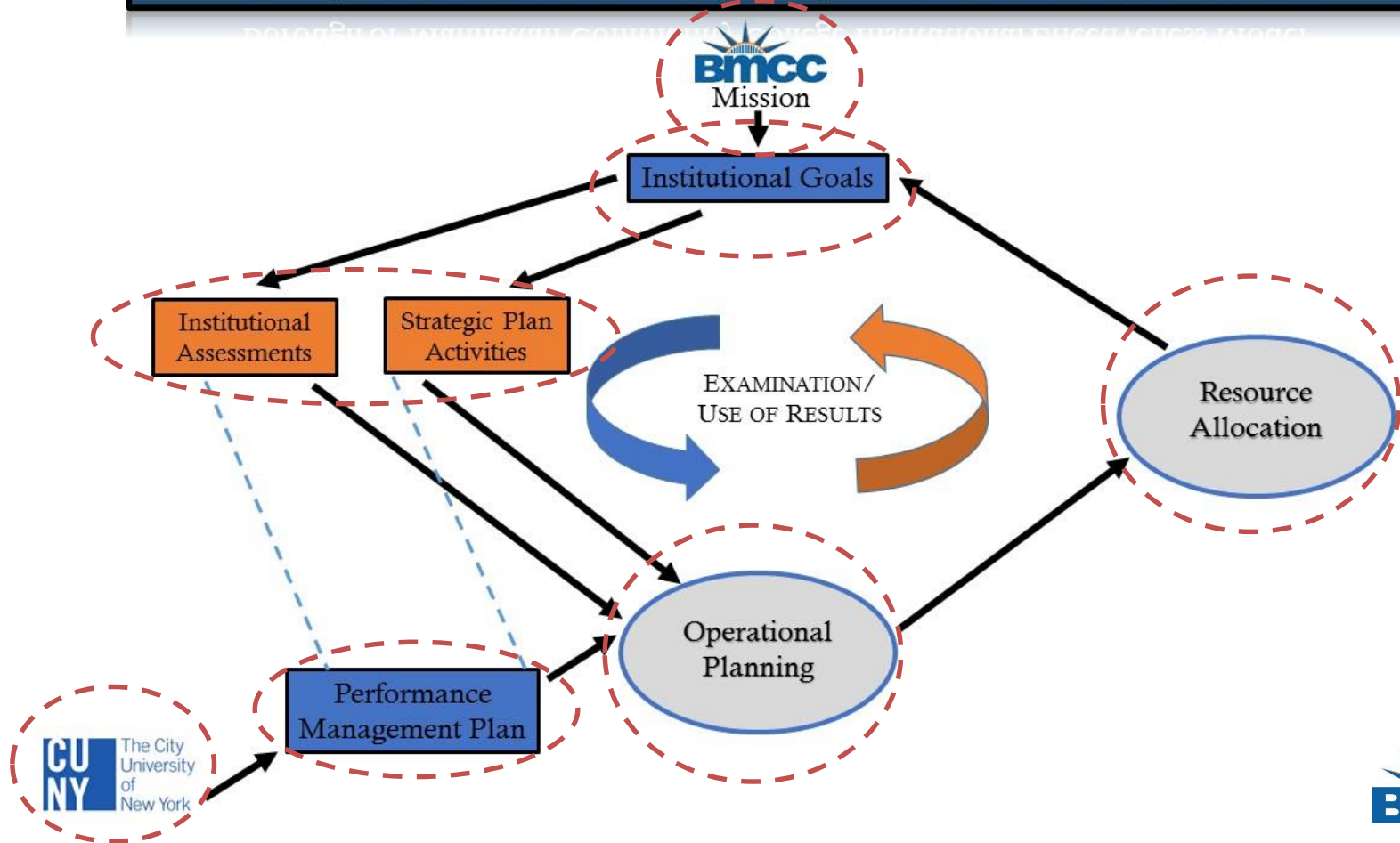
IE at BMCC

-  Institutional Oversight of IE – Cabinet
-  Institutional Accountability of IE – IEA (formally OIRA)
-  Institutional Support of IE
 -  Academic Assessment Committee
 -  AES Assessment Committee
 -  IEA
 -  Institutional Effectiveness Plan/Report









BMCC Institutional Effectiveness Model

Borough of Manhattan Community College Institutional Effectiveness Model



Administrative, Educational, and Student Support (AES) Units

While a relatively new term, AES Units are addressed specifically in MSCHE Standard 1 – Mission and Goals. In short, AES Units:

-  Are not academic programs
-  Provide support in multiple areas
 -  Administrative support – backbone operations
 -  Educational support – direct support for student learning
 -  Student support – direct support for student learning environment
-  Are determined by the institutions

| Administrative | Educational | Student Support |
|---|--------------------------|--------------------|
| Office of Institutional Effectiveness and Analytics | Learning Resource Center | Admissions |
| Finance | ASAP | Veteran Services |
| Information Technology | CETLS | Student Activities |
| Public Safety | Writing Center | Counseling |

Assessment and Evaluation in AES Units



Assessment

- Regular examinations of outcomes achievement success
- Includes student learning outcomes (SLOs) and support outcomes (SOs)
- Conducted for the purpose of continuous improvement
- Aligned with strategic plan, institutional mission, and institutional goals
- Focus is on enhancing student success and environment for student success






Evaluation

- Periodic examination of AES Unit effectiveness
- Takes the form of an AES Unit Review
- Conducted for the purpose of making a judgement of impact and effectiveness
- Aligned with strategic plan, institutional mission, and institutional goals
- Focus is on enhancing student success and environment for student success






Foundations for Assessment and Evaluation

Mission (Unit)






-  What is the unit and what does it do?
-  Whom does the unit serve and how does it serve them?
-  What resources does it provide?



Unit Goals

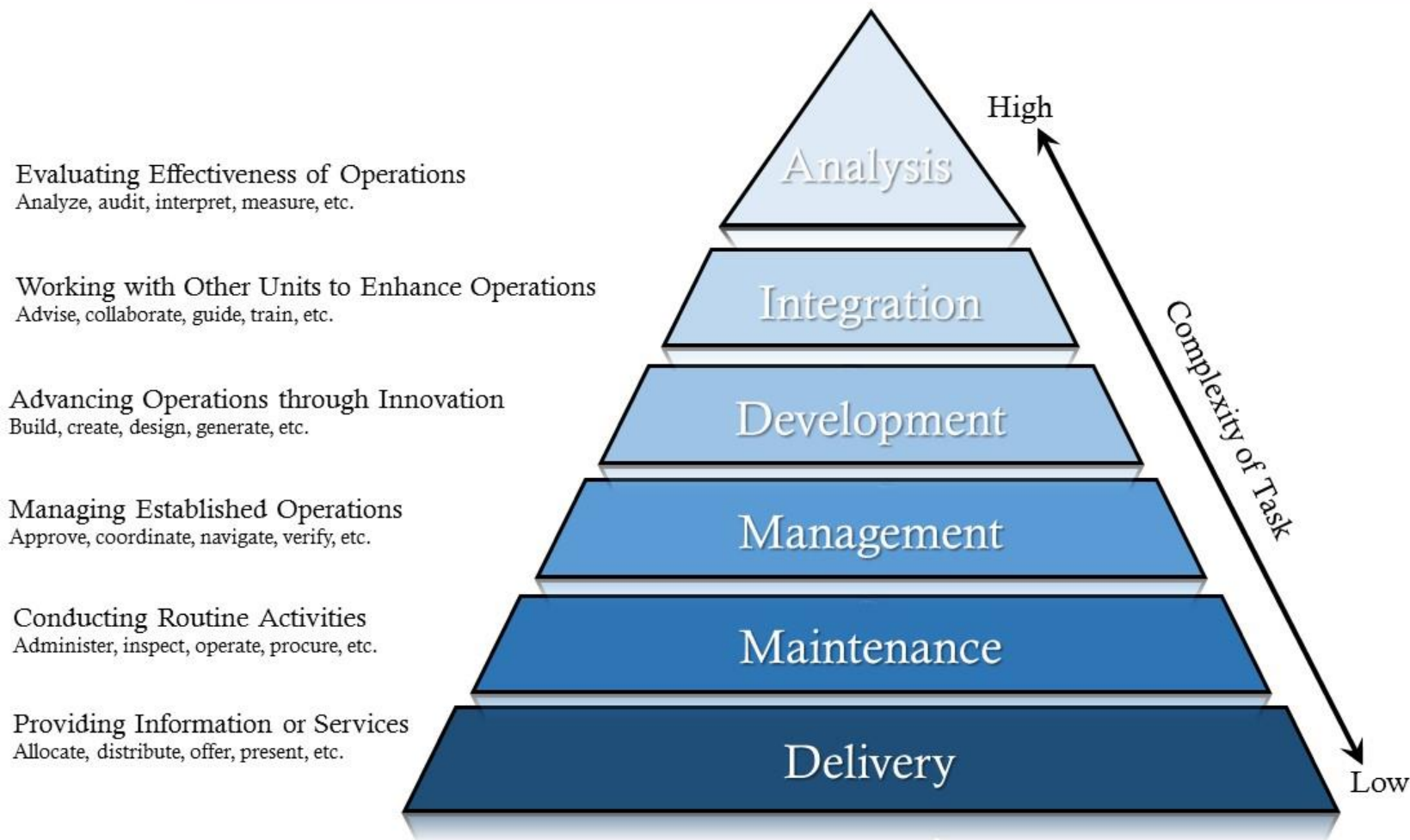
-  Typically 3-5
-  Clear, meaningful statements of the unit's purpose (functions)
-  They stem from the unit mission statement, but are also aligned with an institutional goal

Outcomes (SLOs and SOs)

-  Typically 3-5
-  SLOs are statements of what students will know, think, or do as a result of unit efforts
-  SOs are statements of expectation regarding the delivery of services, processes, activities, or functions to students, faculty, or staff
-  Can have either one or more per unit goal
-  Must be measureable

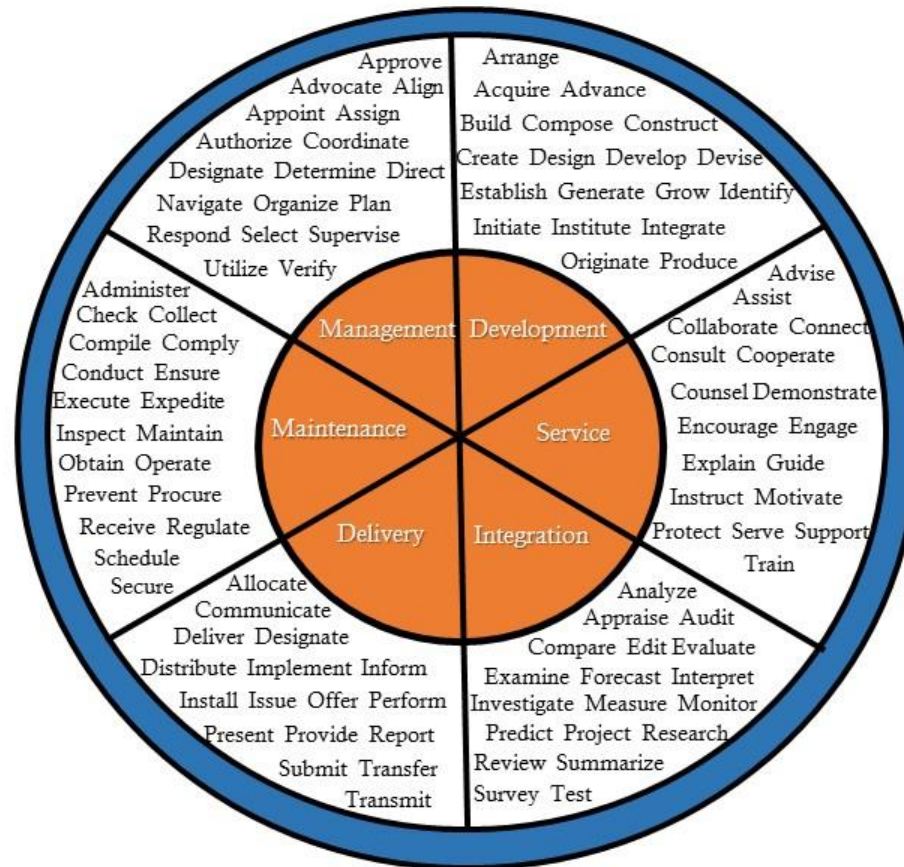
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BMCC Support Outcomes Taxonomy for Administrative, Educational, and Student Support (AES) Units



Shults Dorime-Williams Support Outcomes Taxonomy

BMCC Support Outcomes Verb Wheel



 = Domain
 = Appropriate Verbs

Shults Dorime-Williams Support Outcomes Taxonomy

BMCC Support Outcomes Descriptors and Assessment Measures

Descriptors

| Appropriateness | Completeness | Consistency | Quality | Timeliness |
|-------------------|---------------|-------------|--------------|------------|
| Appropriately | Accurate | Consistent | Acceptable | Concise |
| Increase/Decrease | Complete | Constant | Adequate | Efficient |
| Meaningful | Comprehensive | Continually | Clearly | Prompt |
| Necessary | Fully | Reliable | Competent | Timely |
| Needed | Integrated | Seamlessly | Correctly | Updated |
| Reduce/Expand | Systematic | Uniform | Effective | |
| Relevant | Thorough | | Excellent | |
| Required | | | Quality | |
| Specific | | | Satisfactory | |
| Targeted | | | Sufficient | |
| Useful | | | | |

Assessment Measures

| Direct Measures | Indirect Measures |
|---|---------------------------------------|
| Activity Accuracy, Activity Volume, Benchmarks | Focus Groups |
| Industry Standards, Log Data, Pre-test/Post-test, | Qualitative Data |
| Rates, Ratios, Quality Assurance, Transactions | Surveys (i.e. opinions, satisfaction) |

Re-envisioning Assessment at BMCC



Change is the only Constant



Changing philosophy



Changing role



Changing expectations



Increasing Practicality is a Must



Meaningful



Relevant











Sound



Alignment within a comprehensive IE system



Conclusion

-  Institutional Effectiveness is about Mission Achievement
-  Institutional Goals act as Proxies
-  IE Models are rooted in Integrated Planning
-  Assessment is a Critical Element of IE, not the Goal
-  AES Units are Central to Student Success
-  Support Outcomes Reflect Effectiveness
-  The SDW Taxonomy is a Powerful Tool
-  Philosophies must change



Questions yes, Answers, maybe...

