

CIRP Brief

CCC Institutional Research & Planning

Volume 1, Issue 2

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Assessing Institutional Effectiveness

Developing Goals for Administrative & Student Service Units

So how do you determine what your department or area's goals should be? The goals you select should help answer the following questions:

- Every Unit at the College must have an Assessment Plan.
- Self Study is underway. Eight teams have begun identifying and collecting evidence for the new MSCHE Standards of Accreditation. See back page for more info on the standards.
- Got examples of ways your area has assessed institutional effectiveness? Share them with us. Findings and what was done to improve the results can be emailed to Dr. Vanessa O'brien-McMasters at

VMcMasters@camdenc.edu

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1. What does your area do to help the institution achieve its mission?
2. How effective is your area's operation and how efficient are the processes?
3. What skills, abilities, knowledge or values should the student be able to demonstrate as a result of interaction with your department or area?

Step 1: Determine what your department/area does to support the institution's mission.

Step 2: Identify which institutional or strategic plan goals your department or area supports.

Step 3: Identify those things which are most important to you and determine how you can measure those goals.

Components of the Assessment Plan

What are the components of a typical assessment plan? At Camden, our assessment plans expand on the Strategic Plan report out by capturing how the goal was assessed and what was and will be done as a result of the findings. It includes the following components:

- ⇒ **FY** - What Fiscal Year (FY) are you reporting on?
- ⇒ **College/Strategic Plan Goal** - What college and/or strategic plan goal does your unit goal support?
- ⇒ **Unit Goal** - What do you plan to achieve?
- ⇒ **Measures** - What methods will be used to measure achievement?
- ⇒ **Criteria** - How will we know the goals have been achieved?
- ⇒ **Results** - What were the findings and the impact?
- ⇒ **Recommendations** - What changes could be made to improve results?
- ⇒ **Budget Implications** - What are the costs associated with the recommendation(s)? What resources are needed (human and/or financial) to implement?
- ⇒ **Follow-up** - Closing the loop by reporting what was done to improve.

Summary of Assessment Steps

1. Identify goals and define how you will measure the success of your goals; you can use a direct or indirect measure.
2. Collect evidence on a semester, annual or bi-annual basis.
3. Disseminate the results and use findings to make improvements to your unit or initiatives. Link your budget requests to the findings. Repeat the process.

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Institutional Research & Planning

Resource Corner

The Institutional Profile is available for review and download at <http://www.camdencc.edu/IRPG/upload/Annual-Institutional-Profile-Report-FY2015.pdf>

This report is required by law and is updated annually in mid-September by the Office of IR&P.

It contains information on the following topics:

- Characteristics of CCC Students
- Student Outcomes Data
- Faculty Characteristics
- Major Research & Community Outreach Initiatives
- Major Capital Projects

Inspiration Corner

Short 15 minute or less motivational clips



Teaching Girls to be Brave, Not Perfect:
https://www.ted.com/talks/reshma_saujani_teach_girls_bravery_not_perfection?language=en

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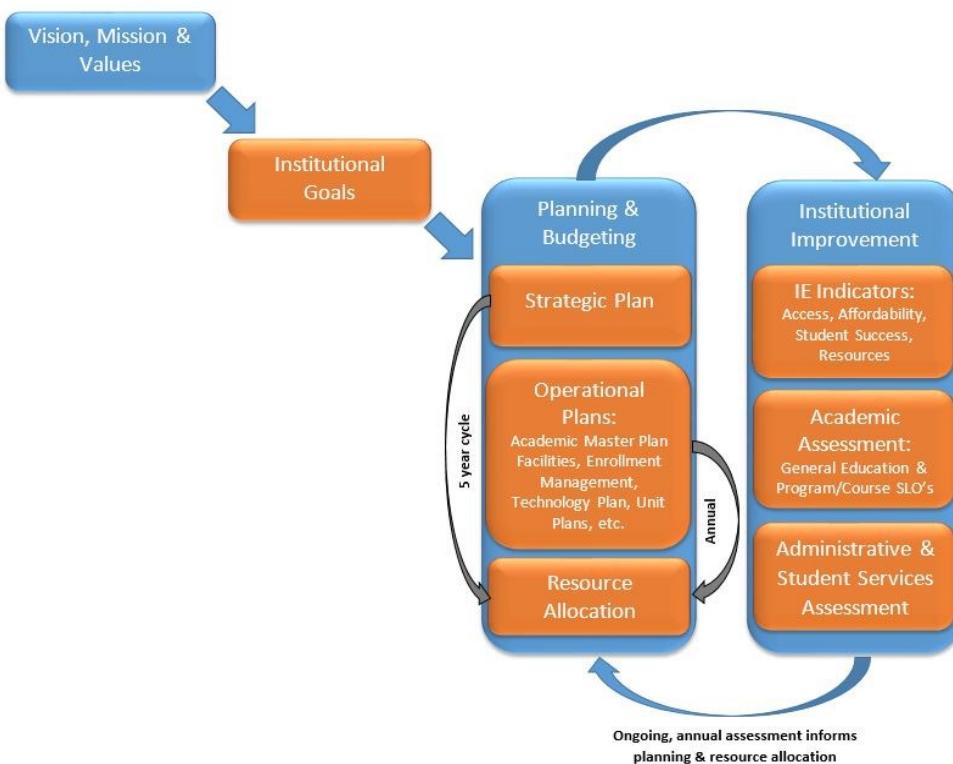
Linking Goals and Budget to Our Mission: The Role of Administrative and Student Service Unit Assessment

The ultimate goal of assessing institutional effectiveness is to inform decisions leading to improvements in the institution. Not only do the results from administrative and student services assessment plans satisfy accreditation requirements (Standards IV & VI), it's a vehicle for the enhancement of our institution. Its real value lies in its contribution to the institution's overall effectiveness and the improvement of the quality of programs and services provided to our students.

Assessment occurs at different levels of the college but all goal statements should be driven by the institution's mission statement (see Figure 1). According to Middle States, goals at each level are "interconnected, complimentary and reciprocal". Ultimately, Middle States is concerned with the following: 1). the institution develops a coherent set of goals, 2). those goals stem from the institutional mission, and 3). the goals at the supporting levels contribute to the attainment of goals at the higher levels. (Middle States Guide: Student Learning Assessment (MSCHE SLA), pg.12)

Resource: Based on Middle States Guide: Student Learning Assessment (MSCHE SLA)
**Please note that throughout MSCHE SLA guide, the words "goal" and "outcome" are used interchangeably*

Figure 1: Planning and Resource Allocation Linkage Diagram



Categories of Administrative and Student Service Goals

Goals for Administrative Departments & Student Service Areas may fall into one of three different categories:

1. Process or Operational Measures

Operational or Process Measures should provide metrics on the effectiveness or efficiency of your department/area. They help answer the questions are we doing what we say we do and are there ways to improve the services we provide in support of the college's mission.

Examples of Process/Operation Measures

Number of New Student Orientation sessions offered will increase
Waiting times for EOF counselors will decrease

2. Measures of Satisfaction with services/client feedback

Measures of satisfaction are often a reflection on the effectiveness and efficiency of our department/area's operation

Examples of Satisfaction

Students will be satisfied with the registration process
Workshop participants will be satisfied with the content, presenter, etc.

3. Measures of Student Learning

Student Learning Outcomes should be specific statements that describe the skills, abilities, knowledge or values that students should be able to do or demonstrate as a result of their interaction with your department/area. Include at least one direct measure of student learning in your assessment plan.

Examples of Student Outcome Statements for Student Services Areas

Students will be able to identify appropriate courses for their major...
Students will be able to locate documents containing campus crime statistics...
Students will have the ability to file FAFSA online...

Resource: Based on Middle States Guide: Student Learning Assessment (MSCHE SLA)

Characteristics of a Clear Goals

Your goals should be:

Measurable and/or observable - quantitative data points are often easier to collect and analyze but qualitative data are acceptable and have their place in assessment. Often qualitative data can provide insight that is more meaningful than rank scale data. As a matter of fact, Middle States recommends that you use multiple measures/methods to assess your goals and student learning outcomes.

Manageable - make sure that measuring the goal is both realistic and feasible; do you have the resources (manpower and cost) to collect the data?

Meaningful - select a goal that is important to you. Vague goals cannot be easily assessed so be specific.

Resource: Based on Middle States Guide: Student Learning Assessment (MSCHE SLA)

Examples of common metrics:

- Direct Measures of Student Learning:
 - 3 things learned
 - Fill in the blank
 - Activity evaluated by rubric
 - Comparison of completed application from workshop attendees against non-attendees
 - Pre-Post Cross Word Puzzle
- Usage Statistics (i.e. Computer or Facility)
- Number of Admissions Applications Processed
- Percent of Alumni Giving
- Satisfaction Surveys (Students, Employers, Faculty/Staff, Alumni)
- Response Time to Requests for Service
- Campus Crime Statistics Counts of Students

CAMDEN COUNTY COLLEGE

Our Locations

Blackwood Campus
P.O. Box 200
College Drive
Blackwood, NJ 08012-0200
(856) 227-7200

Camden City Campus
200 N. Broadway
Camden, NJ 08102-1185
(856) 338-1817

Regional Emergency Training Center
420 North Woodbury-Turnersville Rd
Blackwood, NJ 08012
(856) 874-6004

William G. Rohrer Center
1889 Rt. 70 East
Cherry Hill, NJ 08003-2013
(856) 874-6000

The Office of Institutional Research and Planning is located on the second floor of the Roosevelt Building—Suite 207.

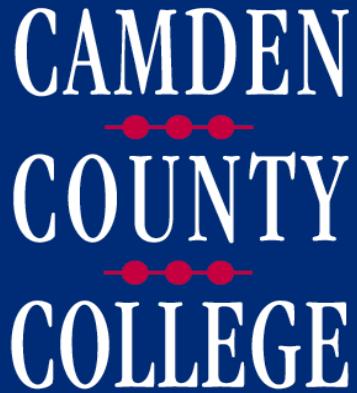
We are on the web!

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Share Your Best Practices

In each CIRP Brief, we provide faculty and staff with an opportunity to share innovative educational practices and strategies supported by data to demonstrate effectiveness. If you have a topic that you would like to share or suggestions for topics and recommended books to include in future CIRP Briefs, please send us your feedback. Email your comments and suggestions to rsheppard@camdencc.edu or call me at ext. 4932.

Special thanks to **Drew Jacobs** for sharing the TED Talk below on interpersonal communication.



SHERRY TURKLE

Check out: Alone Together—Sherry Turkle:
[http://www.ted.com/talks/
sherry_turkle_alone_together](http://www.ted.com/talks/sherry_turkle_alone_together)

"I use a talk by Sherry Turkle for discussion during the first week of my Theory of Communication class. My effort is to get them to seriously think about their interpersonal communication." - Drew Jacobs, Camden County College Faculty

"As we expect more from technology, do we expect less from each other? Sherry Turkle studies how our devices and online personas are redefining human connection and communication — and asks us to think deeply about the new kinds of connection we want to have."

Source: TED Talks 2/2012

Communication

Recommended Resources

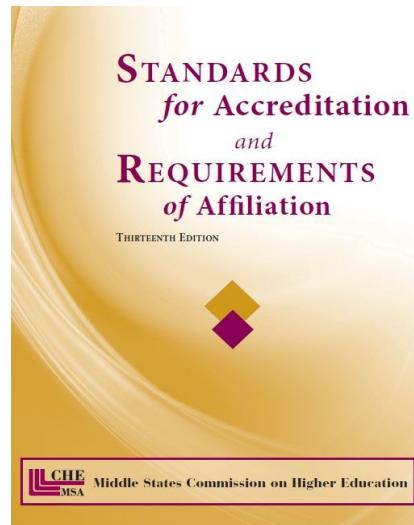
Middle States Commission on Higher Education (MSCHE)

A copy of the new Standards for Accreditation can be downloaded from the MSCHE website. The 26-page document details the 7 standards for accreditation and the requirements of affiliation.

The seven standards are:

- Mission & Goals
- Ethics & Integrity
- Design & Delivery of the Student Learning Experience
- Support of the Student Experience
- Educational Effectiveness Assessment
- Planning, Resources, & Institutional Improvement
- Governance, Leadership, & Administration

For more information about the current Self Study, contact Dr. Vanessa O'Brien-McMasters ext. 4227.



New MSCHE Standards for Accreditation: <https://www.msche.org/publications/RevisedStandardsFINAL.pdf>