BUILDING THE FRAMEWORK FOR EFFECTIVE AES ASSESSMENT: DEVELOPING MISSION, GOALS, AND OUTCOMES

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CUNY MSCHE WORKSHOP SERIES
PRESENTED AT THE BOROUGH OF MANHATTAN COMMUNITY COLLEGE
FRIDAY, MAY 11, 2018
INSTITUTIONAL EFFECTIVENESS

INSTITUTIONAL EFFECTIVENESS IS ABOUT DOCUMENTING EVIDENCE THAT DEMONSTRATES THE COLLEGE IS PROGRESSING TOWARD THE ATTAINMENT OF ITS MISSION.

MAKING THE CASE FOR ACHIEVEMENT OF THE MISSION REQUIRES:

• A PLANNING-BASED MISSION STATEMENT
• GOALS THAT ARE DERIVED FROM THE STATEMENT
• PROXIES FOR MISSION ATTAINMENT
WHAT IS INSTITUTIONAL EFFECTIVENESS?

Attainment of College’s Mission, relies upon

• Institutional Goals
• Strategic Plan
• Academic Programs and AES Units
Institutional Effectiveness

Why is it Important?

- Prioritization/Decision-Making
- Resource Allocation
- Accreditation
- External Evaluators
WHAT ARE THE KEY ELEMENTS?

- Assessment
- Planning
- Resource Allocation
INSTITUTIONAL EFFECTIVENESS

Assessment

Resource Allocation

Planning
Institutional Effectiveness is an accreditation priority

**Assessment** is embedded into each of the 7 Standards:

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

Each table has been assigned a MSCHE Standard.

Briefly review the standard – particularly the assessment criterion within the standard (*the last criterion*)

Brainstorming session:
What evidence would be useful in demonstrating attainment of the assessment criterion for the standard?

Record your recommendations on the post-it note
ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

- **Units have clear, explicitly stated goals**
- **There is consideration of outcomes**
- **Experiences and activities that lead to those outcomes**
- **Planned, systematic, and not episodic**
- **Results in credible, relevant evidence**
ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

ALIGNMENT AT ALL LEVELS

❖ INSTITUTION MISSION
❖ INSTITUTION GOALS
❖ INSTITUTION STRATEGIC PLAN
❖ CUNY MISSION
❖ CUNY GOALS
❖ CUNY PMP

ASSESSMENT WORKS BEST when it WORKS well for THOSE CONDUCTING the ASSESSMENTS
Borough of Manhattan Community College Institutional Effectiveness Model

INSTITUTIONAL EFFECTIVENESS
INSTITUTIONAL EFFECTIVENESS

❖ ONGOING, SYSTEMATIC, ORGANIZED PROCESS AimED AT UNDERSTANDING AND IMPROVING STUDENT LEARNING, THE ENVIRONMENT FOR STUDENT SUCCESS, AND COLLEGE OPERATIONS

❖ EXAMINE WHETHER OUR DAY-TO-DAY ACTIVITIES ARE SUCCESSFUL IN MEETING UNIT GOALS AND OUTCOMES; EVIDENCE THAT WE ARE ACHIEVING OUR INSTITUTIONAL MISSION AND GOALS

❖ MAKE DATA-INFORMED DECISIONS ABOUT ACTIVITIES, PROGRAMS, AND INITIATIVES WITHIN A PARTICULAR UNIT, DEPARTMENT, OR INSTITUTION; SUCCESSFUL ASSESSMENT IS DIRECTED TOWARD IMPROVEMENTS

ASSESSMENT IS THE FOUNDATION FOR PLANNING AND INSTITUTIONAL EFFECTIVENESS
INSTITUTIONAL EFFECTIVENESS

LESSONS FROM THE MIDDLE STATES REVIEW

- IE has a part of all standards (except 2)
- There is an expectation of mature systems
- There is an expectation of system assessment
- IE requires academic programs and AES units
- There is an expectation of data and evidences
MISSION, GOALS, AND OUTCOMES ALIGNMENT

Institutional Mission → Unit Mission

Institutional Goals → Unit Goals

Specific to the unit
Based on mandates
Driven by best practices
Answers the major questions

Student Learning Outcomes
Support Outcomes

= Derived from
→ = Aligned with
MISSION - INSTITUTIONAL

❖ INSTITUTIONAL MISSION
  • Broad Statement of Existence
  • Serves a Planning Function

❖ INSTITUTIONAL GOALS
  • Clear, Meaningful Statements of Purpose
  • Anchored in Mission Statement

The Mission Statement is more than just words – It Should be an Expression of the Core Values, Philosophies, and Beliefs that Reside Deep within the Cultural History of the Institution and Which Drive all Activities and Operations. It is, in a phrase, the Genetic Code of the College or University.
WHAT QUESTIONS DOES AN INSTITUTIONAL MISSION ANSWER

- What is our Primary Reason for Existence?
- Who are we Responsible for Serving?
- What are the Services and Resources we Provide?
- What do we Hope to Accomplish?
- Does the Statement Accurately Reflect Reality?
- Does the Statement Highlight your Uniqueness?
- Is the Statement being Confused with a Vision Statement?
- Is it a Framework for Planning or for Marketing?
UNIT MISSION

- Specific to the Unit
- Based on Mandates/Responsibilities
- Driven by Best Practices
- Defines what the Unit is and what it does
- Answers the Questions – Whom does the Unit Serve and How?
- Answers the Question – What Resources does it Provide?

The Unit Mission is more than just words – It Should Express the Uniqueness of the Unit. This Includes Language Appropriate for the area, an Understanding of Best Practices within the given Field, and Should Consider NOT what the Unit Delivers to the Institution, but Rather, what would the Institution be Lacking if the Unit did not Exist.
WHAT QUESTIONS DOES A UNIT MISSION ANSWER

• What is our Primary Reason for Existence?
• Who are we Responsible for Serving?
• What are the Services and Resources we Provide?
• What do we Hope to Accomplish?
• How are we Unique?
• How do we fit into the Institution?
CASE STUDY FOR THE DAY

CENTRAL STATE COLLEGE

“THE EDUCATIONAL AND ECONOMIC HEART OF THE CENTRAL VALLEY”

Hypothetical Construct College created for the MSCHE Spring Workshop on IE
MISSION ACTIVITY

Now is the Time for you to Review the Institutional and Unit Mission Statements. Please Utilize the Rubrics Provided.
AES ASSESSMENT AND GOALS

**INSTITUTIONAL MISSION**
- Units without Direct Support of Student Learning
- Units with Substantial Support Services to Faculty and Staff
- Units Critical to Backbone Operations

**INSTITUTIONAL GOALS**
- Clear, Meaningful Statements of Purpose
- Anchored in Mission Statement

**UNIT MISSION**
- Aligned with Institutional Mission
- Sets foundation for Unit Goals, Assessment, and Evaluation

**UNIT GOALS**
- Clear, Meaningful Statements of Unit Functions
- Aligned with Institutional Goals, Anchored in Unit Mission
AES ASSESSMENT AND GOALS

GOALS ARE

- Unique to the Unit
- Anchored in the Mission
- Reflective of the Mission
- Overarching Achievement is tied to the Unit Purpose
- Terms that Frame the Function of the Unit
- The Bridge between the Mission and the Outcomes
AES ASSESSMENT AND GOALS

WHAT UNIT GOALS ARE

- Statements about the Day to Day Functions
- Based on the Consensus of Faculty and Staff within the Units
- Clearly Associated with Institutional/Strategic Goals
- Firmly Rooted in the Unit Mission
- Guidelines for Individuals Located Outside the Unit
- Primary Indicator of Effectiveness

WHAT UNIT GOALS ARE NOT

- Annual Objectives
- Outcomes
- Substitutes for the Unit Mission
- The Primary Unit for Measurability
- Proxies for Individual Performance
- Substitutes for Individual Performance Goals
AES Assessment and Goals

- Institutional Mission
- Institutional Goals
- Unit Mission
- Unit Goals
- Student Learning Outcomes
- Support Outcomes

- Specific to the unit
- Derived from the goals
- Details expectations of students
- Measures of how a goal will be achieved
- More detailed than goals

- Specific to the unit
- Anchored in the mission
- Overarching achievement tied to the purpose
- Frames the functions of the unit
- It bridges the mission and support outcomes

= Derived from

= Aligned with
[Directors and staff] should strive after [learning] goals that can easily be converted into student learning outcomes. It might be helpful to note that while [learning] goals tend to focus on delivery of information [or services/programs] (i.e. the unit will foster opportunities for the personal growth of students), the converted outcomes focus on effect (Students will demonstrate the ability to make healthy lifestyle choices).

[Directors and staff] should strive after [support] goals that can easily be converted into [support] outcomes. It might be helpful to note that while [support] goals tend to focus on delivery of information [or services/programs] (i.e. the unit provides students with access to the wide variety of information necessary to support student success), the converted outcomes focus on effect (Students will receive necessary information in a timely and efficient manner).

Adapted from the Indiana University Southeast Assessment Manual
Now is the Time to Begin the Development of your Goals. There is already one Goal Developed for Each Unit to Provide a Guideline, so take about 10 minutes to Develop 2 More and we will Discuss.
OUTCOMES (STUDENT LEARNING AND SUPPORT)

OUTCOMES ARE

- Unique to the Unit
- Derived from the Goals (Discussed Later)
- A Measure of how a Goal will be achieved
- More Detailed than the Goals
- Must be Measurable

STUDENT LEARNING OUTCOMES (SLOs)

- Direct Indicators of Student Learning
- Locus of Exploration is the Student

SUPPORT OUTCOMES (SOS)

- Indirect Indicators of Student Learning
- Direct Indicators of Support for the Learning Environment
- Locus of Exploration is the Unit
OUTCOMES (STUDENT LEARNING AND SUPPORT)

STUDENT LEARNING OUTCOMES ARE:

• Detailed Expectations of Students
• Knowledge
• Skills
• Disposition
• About the Impact of the Unit on Students

SUPPORT OUTCOMES ARE:

• Detailed Expectations of Support Provided by Units
• Focused on the Delivery of Services, Processes, Activities, or Functions to Students, Faculty, or Staff
• About the Nature of the Unit
Outcomes (Student Learning and Support)

- Student Learning Outcomes Are Not Unimportant
- Focus Point is on the Unit and the Staff
- About Efficiency, Effectiveness, Timeliness, Accuracy, Etc.
- No Assessment Without the Outcomes
- Not About Additional Work, But Better Serving the College
Outcomes (Student Learning and Support)

- Institutional Mission
  - Derived from
  - Aligned with
- Institutional Goals
  - Specific to the unit
  - Anchored in the mission
  - Overarching achievement tied to the purpose
  - Frames the functions of the unit
  - It bridges the mission and support outcomes
- Unit Mission
  - Specific to the unit
- Unit Goals
  - Specific to the unit
  - Anchored in the mission
  - Overarching achievement tied to the purpose
  - Frames the functions of the unit
  - It bridges the mission and support outcomes
- Student Learning Outcomes
  - Specific to the unit
  - Derived from the goals
  - Measure of how a goal will be achieved
  - Details expectations of students
  - More detailed than goals
- Support Outcomes
  - Specific to the unit
  - Derived from the goals
  - Measure of how a goal will be achieved
  - Details expectations of the support provided
  - More detailed than goals

= Derived from
= Aligned with
OUTCOMES (STUDENT LEARNING AND SUPPORT)

- **Remembering**: Recalling relevant knowledge from long term memory
- **Understanding**: Making sense of the material you have learned
- **Applying**: Use the knowledge gained in new ways
- **Analyzing**: Breaking the concept into parts and understand how each part is related to one another
- **Evaluating**: Making judgements based on a set of guidelines
- **Creating**: Putting information together in an innovative way
OUTCOMES (STUDENT LEARNING AND SUPPORT)
SUPPORTING AES UNIT ASSESSMENT
- Units without Direct Support of Student Learning
- Units with Substantial Support Services to Faculty and Staff
- Units Critical to Backbone Operations

BLOOM’S TAXONOMY
- Dimensions of Student Learning
- Designed for Academic Departments and some AES Units

AES TAXONOMY?
- Administrative Outcomes
- Service Outcomes
- Support Outcomes
- No Resource for Development of Outcomes/Goals
Outcomes (Student Learning and Support)

- Delivery
  - Providing Information or Services
    - Allocate, distribute, offer, present, etc.
- Maintenance
  - Conducting Routine Activities
    - Administer, inspect, operate, procure, etc.
- Management
  - Managing Established Operations
    - Approve, coordinate, navigate, verify, etc.
- Development
  - Advancing Operations through Innovation
    - Build, create, design, generate, etc.
- Integration
  - Working with Other Units to Enhance Operations
    - Advise, collaborate, guide, train, etc.
- Analysis
  - Evaluating Effectiveness of Operations
    - Analyze, audit, interpret, measure, etc.
- Complexity of Task

Shults Dorine Williams Support Outcomes Taxonomy
Outcomes (Student Learning and Support)
Outcomes (Student Learning and Support)

[Student Learning] outcomes must be expressed in terms of demonstrable characteristics. Since the learner's performance ought to be observable and measurable, the verb chosen for each outcome statement should result in overt behavior that can then be observed and measured (see Bloom’s Taxonomy). Outcomes focus on what students [impacted by the division] can demonstrate rather than on what [the staff of the division or department delivers].

[Support] outcomes must be expressed in terms of demonstrable characteristics. [In other words, the goal speaks to the functions carried out within the division while the outcomes describes how the function is delivered or what the effect of the delivery will be].

Adapted from the Indiana University Southeast Assessment Manual
OUTCOMES (STUDENT LEARNING AND SUPPORT)

WHAT ARE SUPPORT OUTCOMES AGAIN?
• Focus is on the Unit, not Students
• Appropriate for all Units, Can be for Academic Programs as well
• Delivery of Services, Quality of Interactions, Effectiveness of Operations, etc.
• Provide a Comprehensive Review of the Unit

HOW MANY SHOULD I HAVE?
• No Definitive Number
• Priority Indicators for Goal Accomplishment (i.e. AES KPIs)
• Consider the Unit Review Process

WHAT ARE THE CRITERIA?
• Clear Alignment with the Corresponding Goal
• Communicate the level of Expectations (Complexity in the Taxonomy)
• Must be Measurable
• Unique and Appropriate to Unit (Language)
NOW IS THE TIME TO BEGIN THE DEVELOPMENT OF YOUR OUTCOMES. YOU SHOULD WORK TO DEVELOP NO MORE THAN 2-3 OUTCOMES FOR EACH OF YOUR GOALS. TAKE ABOUT 20 MINUTES AND WE WILL DISCUSS.
Next Steps

Recall: Assessment works best when:

- Units have clear, explicitly stated goals
- There is equal attention to outcomes and the experiences and activities that lead to those outcomes
- It is ongoing, not episodic
- Approaches produce credible, relevant evidence
- There is alignment at all levels
WHAT CAN YOU TAKE BACK TO YOUR COLLEGE

- Expectations from Middle States about IE and Assessment
- Better Understanding of Integrated Planning
- New, More Comprehensive Understanding of Institutional Effectiveness
- (Hopefully) a Commitment to Building up AES Assessment and Evaluation
- Understanding of Support Outcomes and their Usefulness/Importance
- Knowledge about How to Develop Effective Missions, Goals, and Outcomes
- Designing for Systematic AES Assessment
The CUNY MSCHE Council will be offering:

- MSCHE Workshops in 2018-19
- CUNY MSCHE Symposium – Spring 2019