

An Introduction to Institutional Effectiveness

A Baruch College Learning Collaborative Workshop

Rachel Fester, Ph.D.

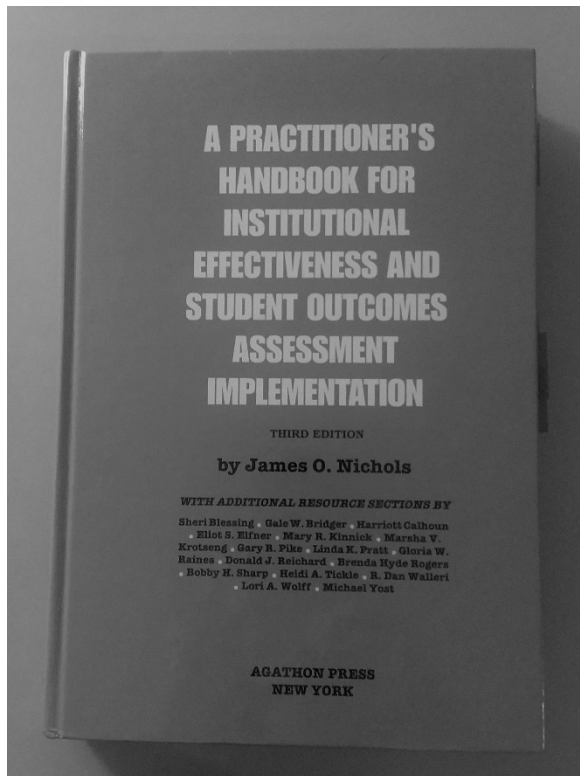
Assistant Provost for Assessment, Accreditation, and Institutional Effectiveness

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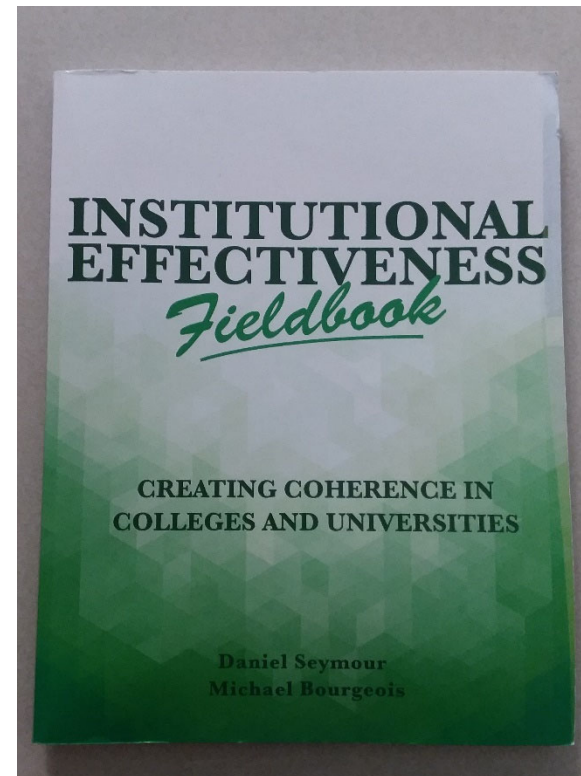


Institutional effectiveness is not a new concept in higher education

First edition: 1989

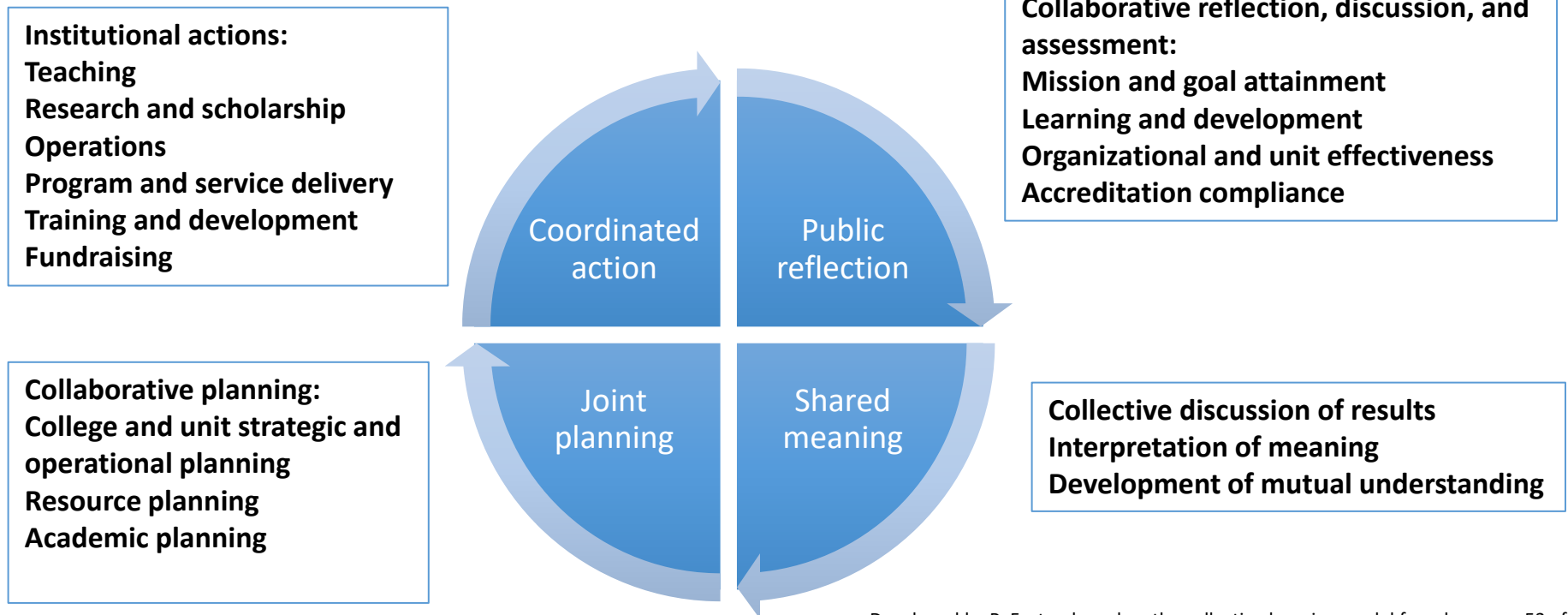


First edition: 2018



What is institutional effectiveness?

Collaborative learning as the conceptual framework for institutional effectiveness at Baruch College



Developed by R. Fester, based on the collective learning model found on page 53 of Seymour, D., & Bourgeois, M. (2018). Institutional effectiveness fieldbook. Santa Barbara, CA: Olive Press Publishing

Updated: May 29, 2020

Institutional effectiveness is shared accountability

Institutional effectiveness is shared stewardship and accountability

A quality college is not just excellent per se but excellent in fulfilling its responsibilities:

- Meet stakeholder needs, especially its students' needs.
- Keep its promises by achieving its mission and goals.
- Ensure its college's health and well-being, and deploy resources effectively, prudently, and efficiently. (This is stewardship.)
- Serve the public good.
- Demonstrate the college's quality and effectiveness in fulfilling these responsibilities. (This is accountability.)

Suskie, L. (2014) What is institutional effectiveness?

<https://www.lindasuskie.com/apps/blog/show/41357706-what-is-institutional-effectiveness->

Institutional effectiveness is a process

Institutional effectiveness is a process


- The process associated with effectiveness suggests that the means to deliver on the declaration has already been put in place, and that the means to ensure that it will be effective in the future is also well established. The process is ongoing. It is systematic and predictive, not circumstantial. Institutional effectiveness can be conceptualized in a Triad Model which will reflect the institution's own mission and culture. The Triad model involves an institution engaging in the following:
 - **Asking important questions** (and having the elements in place to surface those questions)
 - **Understanding the whole** (the ability to treat the elements and the questions as a whole, rather than as separate parts)
 - **Committing to continuous, collaborative learning** (encouraging reflection and responding to elements and questions as part of an ongoing process that drives organizational learning and continuous improvement)

Institutional effectiveness is the process of asking and answering critical questions which connect all of Baruch College

- 1) Why do we exist (mission)**
- 2) What do we want to create (vision)**
- 3) How are we going to get there? (strategic plan = prioritized action and resource allocation)**
- 4) How will we know we are successful? (assessment)**
- 5) What do we do now? (collaborative learning, reflection, and implementation: teaching, research, program and service delivery)**

What informs institutional effectiveness at Baruch College?

Multiple accountability frameworks

Government	Accreditation agencies	CUNY	Baruch College
<ul style="list-style-type: none"> • U. S. Department of Education • New York State Education Department 	<ul style="list-style-type: none"> • Middle States Commission on Higher Education (MSCHE) – Baruch College • Association to Advance Collegiate Schools of Business (AACSB) – Zicklin • Network of Schools of Public Policy, Affairs, and Administration (NASPAA) - Marxer 	<ul style="list-style-type: none"> • Governance • Connected CUNY Framework • Performance Management Process (PMP) 	<ul style="list-style-type: none"> • Governance • School and Division strategic plans • Faculty-designed curricula and learning goals • Learning, development, service and operational goals set by AES units 

Middle States Standards for Accreditation

- Standard I: Mission and Goals
- Standard II: Ethics and Integrity
- Standard III: Design and Delivery of the Student Learning Experience
- Standard IV: Support of the Student Experience
- Standard V: Educational Effectiveness Assessment
- Standard VI: Planning, Resources, and Institutional Improvement
- Standard VII: Governance, Leadership, and Administration

Baruch College Strategic Plan 2018-2023: MISSION

- Baruch College provides an inclusive, transformational education in the arts and sciences, business, and public and international affairs to students from New York and around the world and creates new knowledge through scholarship and research.
- A Baruch education is a financially accessible and powerful catalyst for the social, cultural, and economic mobility of students and a strong foundation for lifelong learning and community impact. Our distinguished undergraduate and graduate academic programs offer extraordinary value. Our diverse and outstanding faculty and staff are themselves lifelong learners, who continue to develop their expertise as teachers and administrators, augment their success as scholars and practitioners and exercise their talent as creators of art and facilitators of student success

Baruch College Strategic Plan 2018-2023: GOALS

- **Goal 1:** Uphold the College's long-standing commitments to excellent and effective teaching and learning.
- **Goal 2:** Create a vision for, and initiatives and policies to support, outstanding scholarship, research, and discovery.
- **Goal 3:** Regularly review and renew the curriculum to ensure students are prepared to engage the challenges and opportunities of a changing world.
- **Goal 4:** Increase students' engagement, academic momentum, degree completion, and post-graduation success.
- **Goal 5:** Elevate and embed the principles of diversity, equity, inclusion, and cultural competency throughout the College.
- **Goal 6:** Enhance faculty and staff satisfaction and engagement.

How can we facilitate institutional effectiveness at Baruch College?

Facilitating institutional effectiveness

- Map the landscape
 - Identify stakeholders
 - In design, delivery, implementation and assessment
 - Faculty
 - Staff
 - Centers and departments
 - Inventory current curricula, programs, and/or services
 - Curriculum
 - Co-curriculum: programs, services
 - Operations

Facilitating institutional effectiveness

- Map the landscape
 - Identify flow of information about your curriculum, programs, services, and operations
 - What data are tracked, by whom and how
 - What is reported, by whom, to whom, and when
 - How are reports with data, information, and/or analysis used?

Facilitating institutional effectiveness

- Develop shared understanding of your goals and objectives
 - Define what your unit (college, school, division, or department) means by its institutional, division, and department goals and objectives
 - Develop logic models that explain why your curriculum, programs, and/or services will attain those goals
 - Discussion what the current research says on such initiatives
 - Provide / engage in ongoing professional development for faculty and staff

Facilitating institutional effectiveness

- Identify sources of assessment data
 - Direct measures of learning
 - Exams
 - Papers
 - Presentations
 - Indirect measures of learning and/or development
 - Surveys of students, faculty, staff, internship site supervisors, etc.
 - Focus groups
 - Inventories
 - Analysis of student participation, subclassified on demographic and other variables
 - Course evaluations

Facilitating institutional effectiveness

- Identify sources of assessment data for administrative, educational or student support units
 - Audits
 - Participation
 - Climate (includes staff / faculty satisfaction)
 - Service (includes stakeholder satisfaction)
 - Resource usage
 - Operations

Facilitating institutional effectiveness

- Identify sources of institutional data
 - College institutional research
 - Central office system institutional research
 - College, Division or School strategic and operational data
 - College-wide assessment results

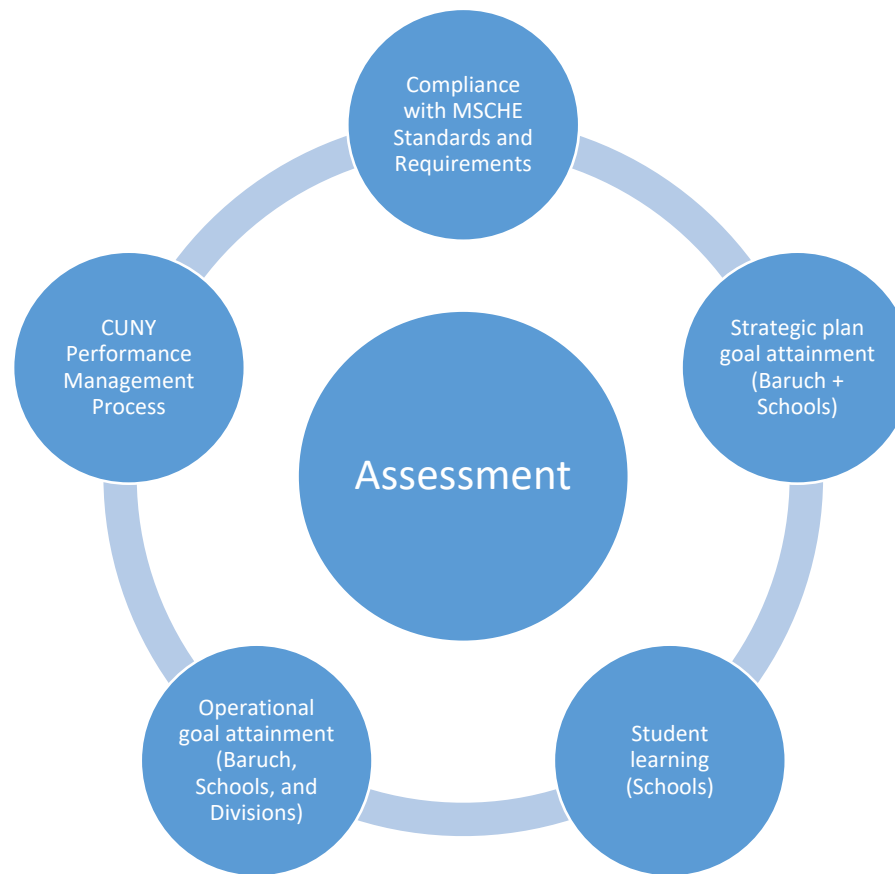
Facilitating institutional effectiveness

- Develop an assessment plan
 - Review current data
 - Design and implement use of rubrics for assessment of learning and institutional effectiveness
 - Design and deploy surveys and focus groups
 - Evaluate things such as effectiveness, equity, and satisfaction with HIP
- Distribute, discuss, and reflect on results of assessment
- Make changes based on results of assessment

How do we assess institutional effectiveness at Baruch College?



Assessment of institutional effectiveness



Some examples of tools for the assessment of institutional effectiveness

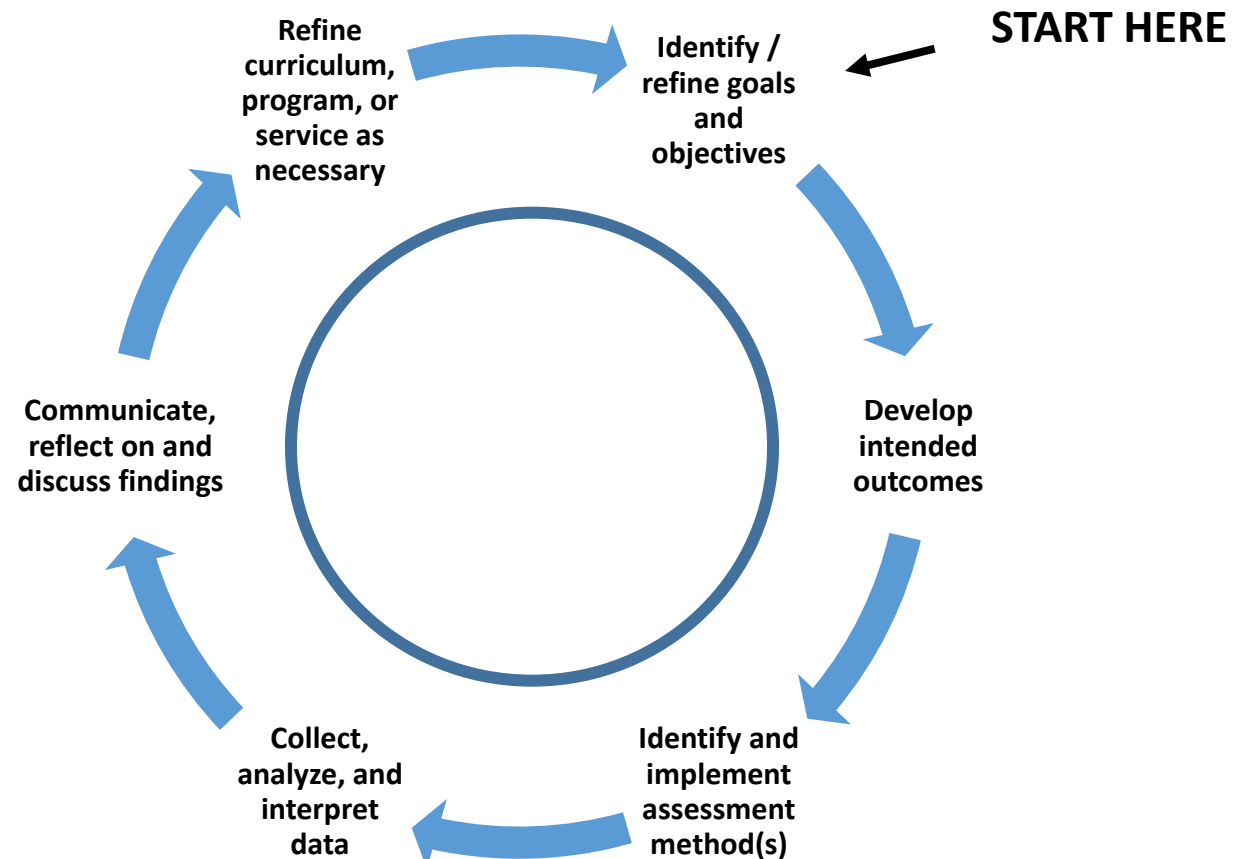
Current

- Faculty COACHE survey
- Student NSSE (National Survey of Student Engagement)
- Annual financial audit
- Assessment of student learning in the Schools

Planned

- What should we be including in our overall College assessment portfolio?

Assessment cycle

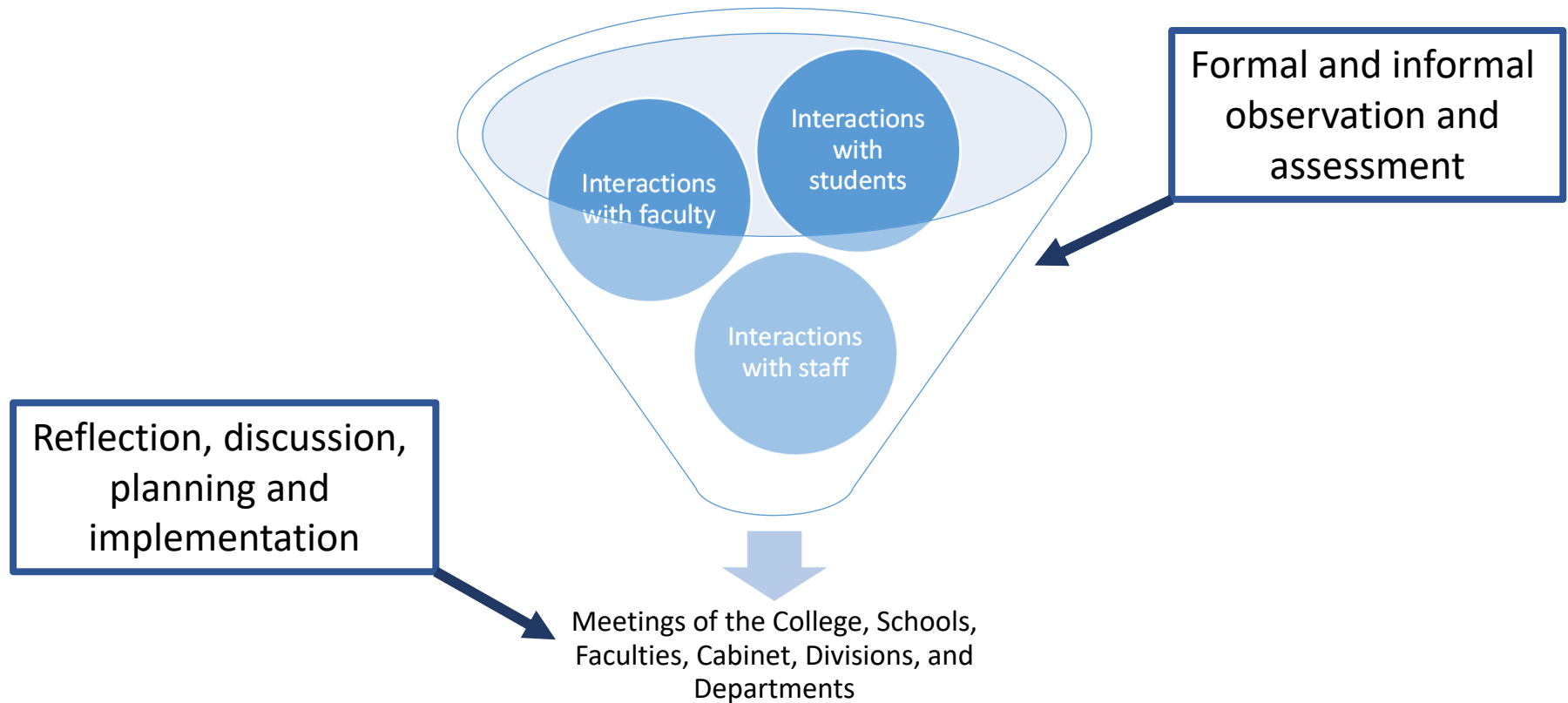


Baker, G. R., Jankowski, N. A., Provezis, S., & Kinzie, J. (2012). Using assessment results: Promising practices of institutions that do it well. National Institute for Learning Outcomes Assessment. Retrieved from http://learningoutcomesassessment.org/documents/CrossCase_FINAL.pdf

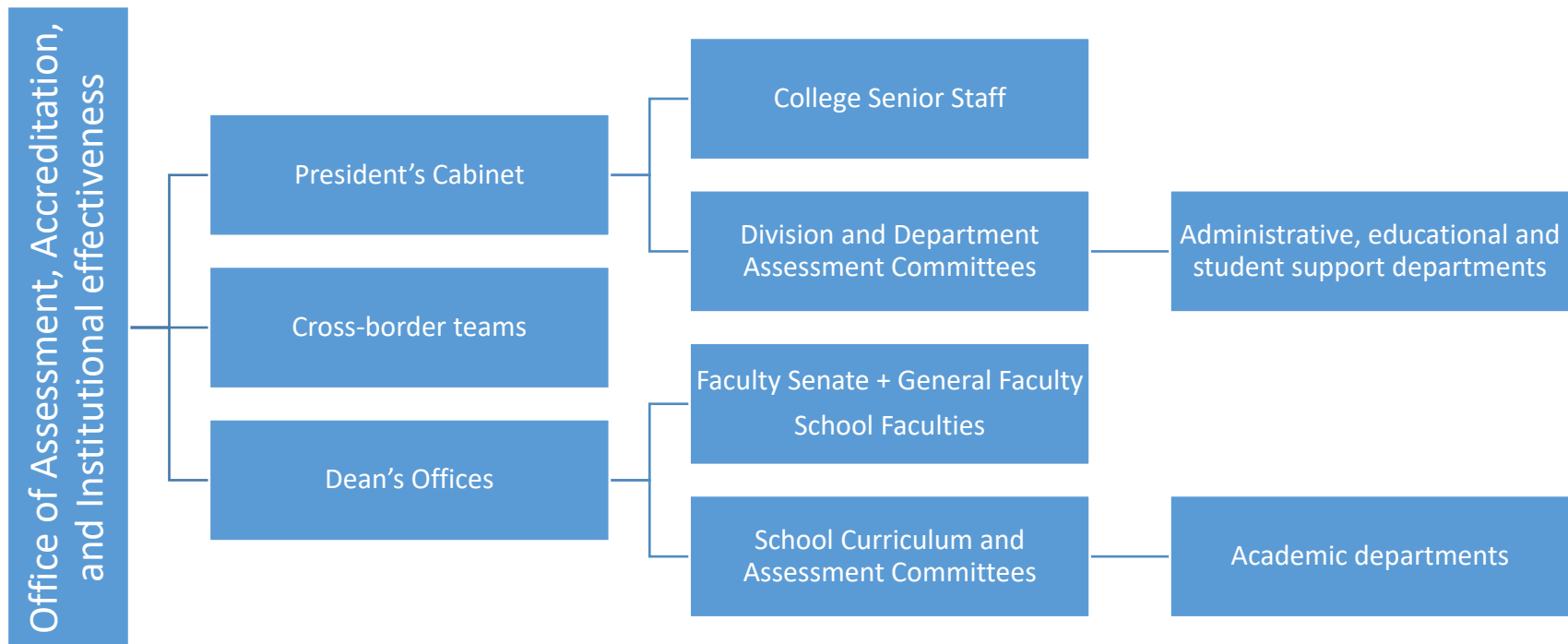
Palomba, C. A., & Banta, T. W. (2014). Assessment essentials: Planning, implementing, and improving assessment in higher education. San Francisco, CA: Jossey-Bass.

**Where do we collaboratively learn about
and take action to improve
institutional effectiveness
at Baruch College?**

Opportunities for collaborative learning at Baruch College



Opportunities for collaborative learning at Baruch College



Next steps

- Thank you for participating in this workshop!
- You will receive a follow-up survey evaluating this workshop, as well as an email with additional resources
- Read and learn more with your Baruch colleagues by accessing the Baruch College Learning Collaborative site at <https://www.baruch.cuny.edu/confluence/display/OAAIE/Office+of+Assessment+%2C+Accreditation%2C+and+Institutional+Effectiveness+Learning+Collaborative>
- Keep in touch. Let me know
 - How you are applying what you learned and discussed here today
 - What additional workshop topics are of interest to you
 - How I can continue to support you, your School, Division, or Department

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