

Office of Vice President for Planning & Development

Institutional effectiveness

Nov 2017

Overview

1. Institutional effectiveness and assessment
2. Elements of SAR
3. Assessment cycle
4. Academic program assessment standards
5. Where are we now?
6. Moving forward
7. Course assessment

Institutional effectiveness

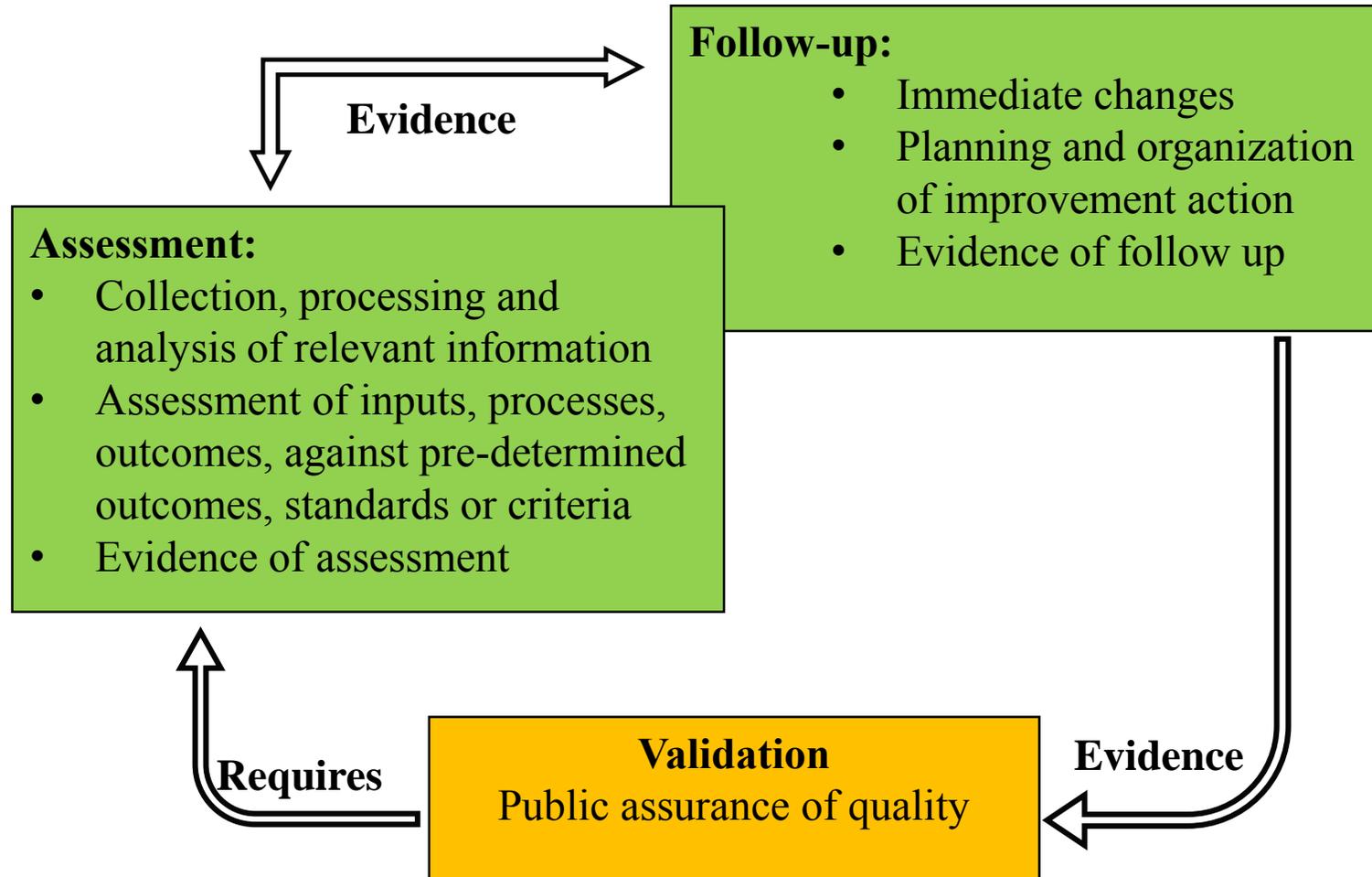
- ✓ An ongoing, integrated and systematic set of processes and services within the institution, collecting related evidence-based data and using data and assessment results for decision-making.
- ✓ **Results** in improvements in programs, service and institutional quality
- ✓ It **includes** planning, the evaluation of programs and services, the identification and measurement of key indicators and learning outcomes.



Why assessment?

- Verify that the existing programs meet their outcomes
- Provide feedback for quality assurance of academic programs.
- Improve and maintain academic standards
- Enhance students' learning.

Academic program enhancement process



Institutional effectiveness categories

Institutional effectiveness targets



Non-academic



Academic

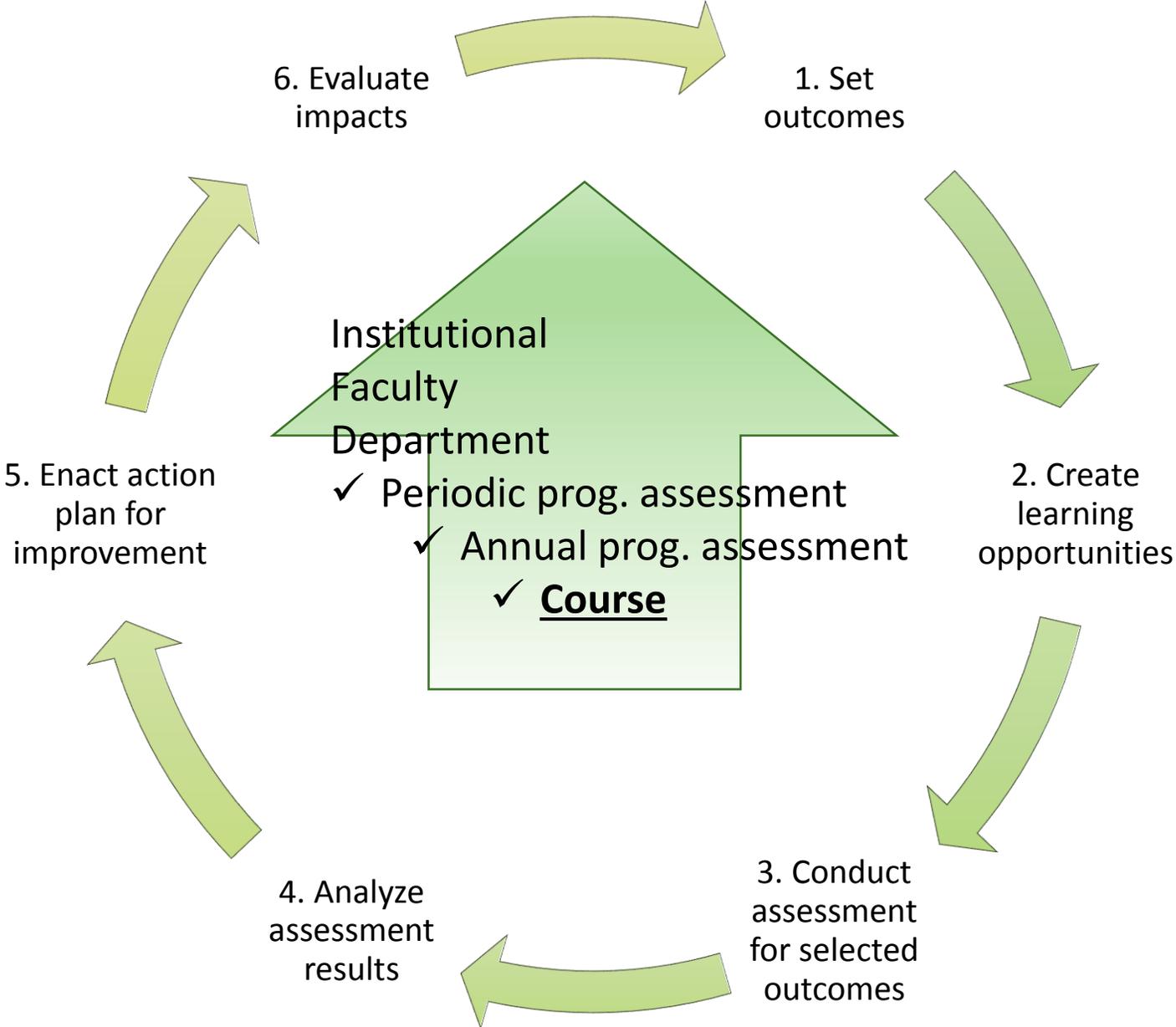
Institutional planning and development

- Performance planning:
 - long-term strategic plans,
 - short term budget,
 - risk management,
 - internal audit
- Performance measurement and monitoring
 - (Institutional research) –KPIs,
 - data collection,
 - analysis and reporting
- Performance Evaluation:
 - data collection and incentive system

Academic programs assessments

- Course assessment
- Annual program monitoring
- Periodic program assessment

Academic assessment cycle



Evidence of student learning



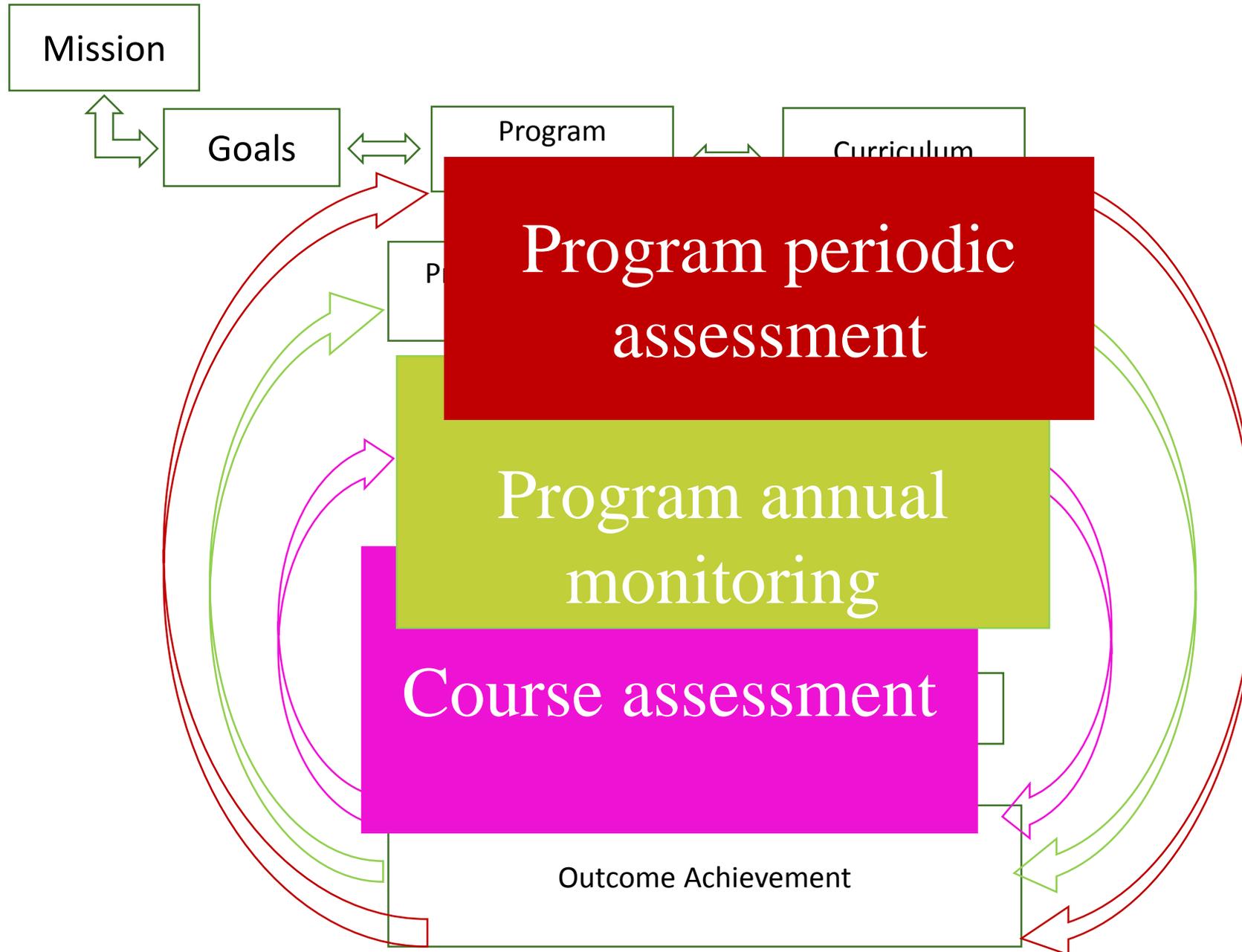
Our reference for providing evidence comes from the national standards:

- Standard 1: Mission, organization, and governance
- Standard 2: Planning and effectiveness

Standard 9: Educational programs

- Standard 3: Fiscal resources
- Standard 4: Transparency and integrity
- Standard 5: Faculty and staff
- Standard 6: Quality assurance
- Standard 7: Student affairs and support services
- Standard 8: Learning resources and facilities
- Standard 9: Educational programs
- Standard 10: Scientific research and related activities
- Standard 11: Community engagement

Standards for program assessment



Academic program assessment progress

2015/2016

- Developed the framework for academic programs assessments processes in terms of instructions and procedures
- Established the baseline – academic program specifications to which SAR will be based
- Workshops and focused department meetings

2016/2017

- Academic program specifications
- Follow-up and feedback
- Developed IEM manual draft
- Course assessment pilot
- Templates

2017/2018 NOW

- Course assessments implementation
- Academic programs assessment system
- Student evaluation for course outcomes
- Follow-up and feedback & action plans
- Technical sessions and training
- Annual monitoring

Our evidence accumulates as self-assessment report



Course level assessment vs. program level assessment

Course-Level Assessment

- Assess course outcomes at the end of the course
- Often we assign grades to individual students
- Grading typically involves only one faculty member who is teaching the course

Program-Level Assessment

- Assess program outcomes at the end of the program
- Evaluate aggregate student artifacts for purposes of program improvement, gatherings student videos, analyzing exam results, etc.
- Program assessment involves faculty teams across the program/ discipline

Course-Level Assessment

Course assessment plan-throughout the semester

Part A (to be filled at the beginning of course delivery)			Part B (to be filled during or at the end of course delivery)				
Course outcomes	Performance standard / benchmark		Timeline	Results	Use of results		
(with target performance (60% undergraduate courses, 70% graduate courses))	assessment method (to evaluate expected outcomes)	Standard, target performance or achievement level for assessment method	When data collected during the course delivery	Data analysis (based on actual) From Excel Sheet	Findings/results	Action to be taken	Date to be implemented and monitoring (closing the loop)
Course outcome	Type of Assessment	What is your target in this assessment method	When the data is collected depending on the assessment method	What is your findings for this assessment method		What action should be taken (if any)	When the action should be implemented
Outcome 1	Method 1	Target UG: 60% and above of student get 60% and above Grad: 70% and above of student get 70% and above					
	Method 2						
	Method 3						
Outcome 2	Method 1						
	Method 2						
	Method 3						

*Thanks for your kind attention
and listening*