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

**Assessment:**
- Collection, processing and analysis of relevant information
- Assessment of inputs, processes, outcomes, against pre-determined outcomes, standards or criteria
- Evidence of assessment

**Follow-up:**
- Immediate changes
- Planning and organization of improvement action
- Evidence of follow up

**Validation**

Public assurance of quality

Requires Evidence
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

1. Set outcomes
2. Create learning opportunities
3. Conduct assessment for selected outcomes
4. Analyze assessment results
5. Enact action plan for improvement
6. Evaluate impacts

Institutional Faculty Department
✓ Periodic prog. assessment
✓ Annual prog. assessment
✓ Course

Periodic prog. assessment
Annual prog. assessment
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 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

Standard 9: Educational programs
Standards for program assessment

Mission

Goals

Program

Curriculum

Program periodic assessment

Program annual monitoring

Course assessment

Outcome Achievement
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

Self-assessment report (SAR)
Course level assessment vs. program level assessment

<table>
<thead>
<tr>
<th>Course-Level Assessment</th>
<th>Program-Level Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assess course outcomes at the end of the course</td>
<td>• Assess program outcomes at the end of the program</td>
</tr>
<tr>
<td>• Often we assign grades to individual students</td>
<td>• Evaluate aggregate student artifacts for purposes of program improvement, gatherings student videos, analyzing exam results, etc.</td>
</tr>
<tr>
<td>• Grading typically involves only one faculty member who is teaching the course</td>
<td>• Program assessment involves faculty teams across the program/ discipline</td>
</tr>
</tbody>
</table>
Course-Level Assessment
## Course assessment plan—throughout the semester

### Part A (to be filled at the beginning of course delivery)

<table>
<thead>
<tr>
<th>Course outcomes</th>
<th>Performance standard / benchmark</th>
<th>Timeline</th>
<th>Results</th>
<th>Use of results</th>
</tr>
</thead>
<tbody>
<tr>
<td>(with target performance (60% undergraduate courses, 70% graduate courses))</td>
<td>assessment method (to evaluate expected outcomes)</td>
<td>Standard, target performance or achievement level for assessment method</td>
<td>When data collected during the course delivery</td>
<td>Data analysis (based on actual)</td>
</tr>
</tbody>
</table>

### Course outcome

<table>
<thead>
<tr>
<th>Course outcome</th>
<th>Type of Assessment</th>
<th>What is your target in this assessment method</th>
<th>When the data is collected depending on the assessment method</th>
<th>What is your findings for this assessment method</th>
<th>What action should be taken (if any)</th>
<th>When the action should be implemented</th>
</tr>
</thead>
</table>

### Outcome 1

<table>
<thead>
<tr>
<th>Method 1</th>
<th>Target UG: 60% and above of student get 60% and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method 2</td>
<td>Grad: 70% and above of student get 70% and above</td>
</tr>
<tr>
<td>Method 3</td>
<td></td>
</tr>
</tbody>
</table>

### Outcome 2

| Method 1 | |
|----------|-------------------|---------------------------------------------|-----------------------------------------------|-------------------------------------|-------------------------------------|---------------------------------------------|
| Method 2 | |
| Method 3 | |
Thanks for your kind attention and listening