HLC Task Force Institutional Assessment Subcommittee

Members: DeAnna Cassat, co-chair, Instruction/Accounting; Sue Henderson, co-chair, Instruction/English; Marcia Bailey, Enrollment Management Systems Manager; Bethany Loden, IRAP; Nancy Mitchell, Instruction/Nursing; Dana Riegel, IRAP;

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The work of this subcommittee is linked to the following Board Policies and HLC Criteria

# Board Policy

# 1.32 Evaluation, Planning and Assessment Policy: In order to determine the effectiveness of the College, the President of the College shall implement a process of planning and assessment of the College operations and shall report findings to the Board of Trustees on a periodic basis.

# 2.1 Accreditation Policy: East Central College will meet all standards and criteria for accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. In addition individual programs will meet licensure and accreditation standards as required by the State of Missouri and as appropriate to ensure quality education to its students.

# HLC Criterion/Core Component

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing [assessment](http://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html) of student learning.

1. The institution has clearly stated [goals](http://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html) for student learning and effective processes for [assessment](http://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html) of student learning and achievement of learning [goals](http://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html).
2. The institution assesses achievement of the learning [outcomes](http://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html) that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from [assessment](http://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html) to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of [faculty](http://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html) and other instructional staff members.

5.B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. Administration, [faculty](http://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html), staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

5.C. The institution engages in systematic and integrated planning.

1. The institution links its processes for [assessment](http://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html) of student learning, [evaluation](http://www.hlcommission.org/Policies/glossary-new-criteria-for-accreditation.html) of operations, planning, and budgeting.
2. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

5.D. The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

# Office of Institutional Effectiveness

# We recommend the college establish an Office of Institutional Effectiveness that can oversee and coordinate accreditation, assessment, institutional research, and quality initiatives to assist in strategic planning, decision making, and ongoing improvement across the institution. Such a structure would provide greater accountability, collaboration, and support for assessment activities that lead to ECC accomplishing its goals and mission.

# We understand that reframing the current structure may take several months and that this is more of a long-range recommendation. As such, we recommend implementing an Institutional Assessment Coalition to serve as a mid-range “bridge” between the work of the HLC Task Force Institutional Assessment subcommittee and an Office of Institutional Effectiveness.

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**Institutional Assessment Coalition** (coalition:an alliance for combined action)

Purpose/Mission:

The Institutional Assessment Coalition is an alliance of representatives from Student Services, Administrative areas, and Instruction that drives an integrated, consistent, and replicable approach to institutional assessment. The Coalition works to create a culture of authentic assessment emphasizing the collection of data for decision making and systems performance evaluation leading to strategic planning and continuous improvement.

Membership:

Institutional Research

Student Support Services Area Rep

Administrative Area Rep

Instructional Assessment Committee Rep

Co-Curricular Rep

Retention Rep

Accreditation rep

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Goals:

* Create/implement/assess Service/Administrative Area Review process
* Provide on-going assessment support and resources (workshops, current best practices, professional development, Assessment Day!)
* Help streamline assessment processes across the institution to create a cohesive, replicable model (allowing for variations within areas, but provide consistent documentation for accreditation reporting)
* Create and document assessment for Coalition work and Review process

5 Year Service/Administrative Area Review (3-6 month process)

* Self-Review: conducted by lead and members of service/administrative area with assistance from Institutional Assessment Coalition liaison
* Data Review: identify and analyze current data collected by areas (quantitative and qualitative), identity relevant data from within the area and other appropriate sources as identified by/with IR
* Peer Review – including lead/members of area, peers from other areas at the college, possibly peer from equivalent area at another institution/organization
* Department review of results from visit, including peer responses and rubrics
* Development of action plan based upon identification of goals, measures, timeline, budgetary/personnel resources and needs, and additional data by lead/members of area and assisted by Coalition liaison
* Encouragement of innovative practices or recommendations for applicable professional development
* 2 year Check-in to update on goals/measures/timeline/resources with area lead conducted by Coalition liaison

Annual/on-going Assessment

Identification of a major process/project that will be assessed for effectiveness within a 12- month time frame. Each yearly assessment will become part of 5 Year Review information/reflection

Other?

Action Items:

* Map Area Assessment Review Process: components, timeline, responsible parties
* Develop questions for Self-Review (DRAFT VERSION CREATED)
* Create structure of Peer Review
* Create rubrics for Self-Review/Peer review components and for assessing both 5 year and annual procedures
* Create institution-wide schedule for area assessment (IN PROCESS)
* Identify two or three areas that have recently participated in or are up for external review (i.e. Learning Center and CRLA) accreditation or that has an assessment process in place to work through draft of process and help coalition identify strengths/weaknesses/revisions
* Assist areas in development of Mission statement if none exists or review of mission statement
* Create an Assessment Selection tool: to help areas identify appropriate/relevant assessment methods for their area
* Categorize departments/areas into Student Services, Administrative, Instruction (DRAFT VERSION CREATED)
* Schedule first gathering of Coalition
* Contact other appropriate reps (IT, Bookstore, External Relations, etc.)
* Create a comprehensive institutional assessment plan (review/revise 2011 plan)
* Develop an Institutional Assessment/Effectiveness Guide
* Create an Assessment Inventory: an overview of current assessment methods used and how they relate to ECC’s mission/strategic plan
* Conduct an Institutional Data Audit: listing all data ECC produces (the Dash Board and beyond)
* Review local/regional assessment methods: research other local/regional institutions for possible appropriate/relevant methods
* Collaborate with Strategic Planning Committee to tie assessment goals to college mission