INSTITUTIONAL EFFECTIVENESS
TRAINING STRATEGY

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Strategic Planning
Training Materials

Graduate

Professional Degree

&

Research
ASSESSMENT IN GRADUATE
AND
PROFESSIONAL DEGREE PROGRAM
ASSESSMENT IN GRADUATE AND PROFESSIONAL DEGREE PROGRAMS

**Intended Educational Outcomes**

*Focus On:*

- Advanced Knowledge
- Acquisition of Professional Knowledge
- Attainment of Licensure
- Ability to do Research
- Contributions through Original Research (Doctorial Program)
- Employment
- Teaching Ability at College
Assessment of Graduate Level Programs

- Comprehensive Examination
- Dissertation, Thesis, or Project
- Publications/Presentations
- Employment/Acceptance to Doctoral Programs
Assessment of First Professional Level Programs

- Licensure Examinations/Comprehensive Examination
- Performance in Internship/Practicum
- Employment
- Employer Feedback
# Doctorate in Literature

## Five-Column Model

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<th>Expanded Statement of Institutional Purpose</th>
<th>Program Intended Educational Outcomes:</th>
<th>Means of Program Assessment and Criteria for Success:</th>
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<td>Mission Statement:</td>
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<td>1a. Each year 80% will pass the comprehensive exam on their first attempt.</td>
<td>→ 1a. This year 9 of 10 students passed the comprehensive on their first attempt. Only two specializations tested.</td>
<td>→ 1a. While choice of specialization will be continued, faculty discussing &quot;breadth&quot; requirement.</td>
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<td>Goal Statement:</td>
<td>1b. Over the past three years, the pass rate in each specialization will be at least 70%.</td>
<td>→ 1b. Over the last three years, four of seven students in American Literature specialization passed on first testing.</td>
<td>→ 1b. Contemporary American Writers (Eng. 755) now required of all in American Literature specialization.</td>
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<td>2a. 50% of the graduates will have a review of literary work accepted for publication.</td>
<td>→ 2a. Two of graduates (20%) had such works accepted for publication.</td>
<td>→ 2a. Requirements for students to submit publishable literary analysis for faculty review throughout program now more fully enforced.</td>
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<td>2b. Virtually all of the dissertations reviewed will meet departmental requirements for literary analysis.</td>
<td>→ 2b. All (8) dissertations were found to meet departmental requirements for literary analysis.</td>
<td>→ 2b. Departmental rubrics for literary analysis revised for more rigor.</td>
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<td>3a. Course evaluations in classes taught by students will exceed departmental, college and university averages.</td>
<td>→ 3a. Of the ten graduates, three found to exceed department and college averages. None, however, equaled university norms.</td>
<td>→ 3a. University instructional development seminar now required in students' first semester of graduate level enrollment.</td>
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<td>3b. 80% of graduates reached by phone one year after graduation will report employment in field teaching at a college or university.</td>
<td>→ 3b. One year after graduation 40% (four) of last year's doctoral graduates (ten) reported employment in field teaching at college level.</td>
<td>→ 3b. Improved publication record (2a) and instructional skills (3a) required should lead to improved employment rate.</td>
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INSTITUTIONAL EFFECTIVENESS TRAINING STRATEGY
WHY ARE WE HERE?

The Requirement: SACS "Criteria"

Institutional Research:

- Be Effective in Collecting and Analyzing Data and Disseminating Results (for Institutional Effectiveness)

- (Institution) Regularly Evaluate Research Process Effectiveness and Use Results to Improve Processes

- Assign Administrative Responsibility for Conducting Institutional Research/ Allocating Adequate Resources/ Allowing Access to Relevant Information
Common Measures (Means) of Assessment in Organized Research Units

Organized Research:

- Conducted by Collaborative Faculty Efforts in a Specific Field for a Prolong Period of Time

- Funded Separately by the Institution or Through External Grants or Contracts

- Usually Housed Within Separate Organizational Units/ Centers/ Institutes, etc.

- Stand Alone Entities Reporting to the Department/ Academic Dean/ or Directly to * Institutional Level

- (Example: * Office of University Research)
COMMON MEANS OF ASSESSMENT...RESEARCH

Source of Organized Research

- Institution Combines Various Departmental Research Activities to Create Visible General Research Entity to Attract Research Funds
  - Example: Center for Social Science Research

- Faculty Identifies Major Research Components of Their Discipline to Establish a Center for In-depth Research
  - Example: Wireless Communication and Physical Acoustics

- Faculty Member’s Research Project Takes on a “Life of Its Own” with Separate Structure/ Budget/ and Organizational Status
COMMON MEASURES (MEANS) OF ASSESSMENT IN ORGANIZED RESEARCH UNITS

- Number of Grant Proposals Submitted
- Number of Grant Proposals Funded
- Amount of External Funding Received
- Professional Recognition of Faculty and Staff Housed in Organized Research Units

Note: None of these means of assessments deal directly with “Results” of research conducted. They are Process Oriented and “indirectly” reflect upon quality of research.
Assessment for Organized Research and Institutional-Level “Coordinating” Units:

- **Number of Grant Proposals Submitted:**
  - Indicator of “Coordinating Units” Success in Stimulating Faculty to Submit Proposals
  - Found in Combined Institutional-level Organized Research Assessment Plan

- **Number of Grant Proposals Funded:**
  - Reflects *Indirectly* on *Quality* of Proposals
  - Grant Proposal Merit Determined by Nature of Proposal/Reputation of Research Unit (Peer Rev.)
  - Ratio of Proposals “Submitted” Vs “Funded” Provides “Effectiveness Index” of the Proposal Preparation Process
ASSESSMENT IN ORGANIZED RESEARCH

Common Measures (Means) of Assessment... (Cont.)

• Amount of External Funding Received:
  - Operative Assumption is “More Expensive Research is Better Research” Due to Greater Institutional Return of Indirect Costs
  - Regarded as More Valuable to Many Institutions

* Professional Recognition of Faculty and Staff Housed in Organized Research Units:
  - Sometimes Used as Measure of Research Effectiveness
Common Means of Assessments… Research (cont.)

- **Means of Professional Recognition** Include:
  - **Membership in Honorary Orders or Groups within Professional Organizations**
  - **Number of Faculty Research Presentations Made at Professional Meetings**
  - **Number of Research Papers Accepted for Publication**
  - **Selection of Organized Research Faculty Serving on National Panels which Provide Peer Review of Research Proposals Submitted**

*Note:* These measures do not evaluate the nature of research; focus only on the “process” surrounding organized research activities.
Coastal Fisheries Research Institute
Five-Column Model

Institutional Mission/Goals Reference

The university will concentrate on graduate education and research in areas of strength consistent with the Focus Areas.

Unit Mission Statement

The Coastal Fisheries Research Institute will conduct research, provide information, and establish collaborative relationships with industry which enhance the economic development of the coastal areas of the state.

Administrative Objectives

1. The number and amount of external research grants concerning Coastal Fisheries will increase.
2. Forecast of changes in Coastal Fisheries will be produced, disseminated, and utilized to set policy.
3. New fishing industry companies will locate in our state each year to replace those individually owned boats being retired.

Means of Assessment & Criteria for Success

1. File copies and acceptance notices received and held in the Institute will record an increase each year.
2a. Institute files will contain updated fisheries forecasts as well as mailing lists to whom they were forwarded.
2b. At least one specific industry or governmental policy influenced by fisheries forecast will be cited each year.
3. Information received from state Economic Development Agency (EDA) will confirm, at a minimum, maintenance of the number of active fishing boats.

Summary of Data Collected

1. The amount of funding received increased from $3,727,939 to $4,358,621; however, the number of grant proposals declined from 17 to 15.
2a. Updated forecasts were found to be present as well as copies of mailing lists to whom they had been forwarded.
2b. As a result of the institute forecast, the allowable catch of red sea bass in the waters bordering the southern two counties in the state has been reduced by two-thirds.
3. Information received from EDA indicates four commercial companies (73 boats) relocated to coastal cities as result of favorable fisheries forecasts. These more than replaced the 57 individual boats that were taken from service.

Use of Results

1. Since funding increased sharply, the modest decline in number of proposals is not seen as justifying action at this time. Continue to monitor due to importance.
2a. Since criteria was met, another administrative objective is being considered for next reporting cycle.
2b. Criteria for success to require both governmental and industry utilization in next cycle.
3. Criteria met, however have developed a survey for new companies to determine what factors contributed to their location in the state.
Documenting the Use of Assessment Results Through the Assessment Record Book
What is the Assessment Record?

- Loose leaf binder maintained at the departmental level.

- Records annually intended educational outcomes, means of assessment and criteria for success, assessment results, and use of results.

- Retains linkages within above components and to institutional level.
Multiple Year Reports in Assessment Record Book

2002-03

Forms A, B, & C

2001-02

Forms A, B, & C

2000-01

Forms A, B & C

Each year building on previous
Annual Structure for Assessment Record Book

- Cover Sheet Identifying Programs in Academic Department or Administrative and Educational Support Units - One Form “A”

- Listing of Program Intended Outcomes or Administrative Objectives - One Form “B” per academic program or administrative unit

- Means of Assessment and Criteria for Success, Assessment Results, Use of Results - One Form “C” per Intended Outcome on Form “B”