

# Planning for Institutional Effectiveness

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*Presented by:*

*Office of*  
Planning & Institutional  
Effectiveness



Lord Fairfax Community College

# Institutional Effectiveness

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- What is it?
- Why does it matter?
- Why do I need to be concerned?
  
- It's NOT just about accreditation!
- WEAVE is not the solution!
- It's about continuous improvement!
- Its about you!

# Institutional Effectiveness

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- Institutional Effectiveness is about
  - **The Big Picture**
- Institutional Effectiveness supports
  - Our students
  - Our mission
  - The VCCS and Dateline 2009
  - Our strategic plan
  - Our unit plans
  - Reaffirmation and accreditation

# Institutional Effectiveness

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- It answers the questions:
  - Are our students learning what we intended for them to learn
  - Can they apply what they learned in the real world
  - Are we serving our students well
  - How can we improve, innovate and create
  - What is the real value of an education obtained from this institution

# Institutional Effectiveness and YOU

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- We are already doing many good things
- We need to work together to evaluate these good things (and the not so good things) in order to:
  - Establish desired outcomes, which in turn
    - Support our strategic plan
    - Create a continuous cycle of evaluation and improvement
    - Increase and enhance the quality of our programs and services

# Institutional Effectiveness and Your Unit

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- ❑ No unit operates in a vacuum
- ❑ Your unit's goals and objectives must reflect and respond to other unit's goals and objectives
- ❑ Successful outcomes require an integrated approach

# What Has Changed in the IE World?

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- Spellings Commission Report
- Greater focus on K-12 accountability
- Concern about costs
- International competition

# According to the National Assessment of Educational Progress (AEP)

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- ❑ Only 17% of high school seniors are considered proficient in mathematics and just 36% are proficient in reading.
- ❑ Approximately 40% of all college students end up taking at least one remedial course – at an estimated cost of \$1 billion to taxpayers.

**Source: A Test of Leadership (Spellings Commission)**

# According to Our Accrediting Agency, We Need to Have in Place:

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- An ongoing, integrated, and institution-wide research-based planning and evaluation processes which includes:
  - a systematic review of institutional mission, goals and outcomes
  - results in continuing improvement in institutional quality
  - demonstrates that the institution is effectively accomplishing its mission

# According to Our Accrediting Agency, We Need to Have in Place:

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- A list of **expected outcomes**, the assessment of those outcomes and evidence of improvement based on analysis of those outcome results in each of the following areas:
  - educational programs
  - administrative support services
  - educational support services

# Why are We Moving from Goals to Outcomes?

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- ❑ Outcomes represent a new way of thinking
- ❑ Outcomes have become widely accepted by our various publics
- ❑ They are here to stay
- ❑ We used to measure ourselves by our activities
- ❑ Outcomes are program-specific
- ❑ They measure the effect of classroom activities and services provided.

# Good Outcomes and Critical Thinking

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- Creating good outcomes requires the use of critical thinking
  - Use creativity to discover multiple and diverse approaches to issues
  - Find relevant information to address tasks and problems
  - Justify conclusions and solutions
  - See connections within and across disciplines

# IE and LFCC – Enter WEAVEonline®

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- ❑ WEAVE is one of several tools created to support planning and IE
- ❑ WEAVE is a tool that helps us to document and manage our IE processes
- ❑ WEAVE should support our internal planning and improvement processes
- ❑ WEAVE is not the process
- ❑ WEAVE does not drive the process!

# WEAVEonline®

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- Mission
- Outcomes/Objectives
- Measures
- Findings
- Action Plan
- Analysis
- Annual Reporting



# Learning the Lingo

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- We must all understand
  - How we define outcomes
  - How we attain outcomes
  - Why assessment is critical
- Key Terms...

# Objectives to Outcomes

-- We Use Inputs to Create Outputs

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- Inputs are the resources we use
- Outputs are the products
- Objectives are short-term goals
- Outcomes are the desired results

# Example

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- ❑ **INPUT:** Facilities staff are responsible for the maintenance of our classrooms
- ❑ **OUTPUT:** Our classrooms are clean and appropriately configured
- ❑ **OBJECTIVE:** Enhance the classroom environment
- ❑ **OUTCOME:** Additional whiteboards were added to classrooms to enhance working space

# What Happened Between the Objective and the Outcome?

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- Measures, Findings, Action and Analysis
  - The facilities office surveyed instructional faculty about current classroom configurations
  - The results were reviewed and analyzed in cooperation with the Office of Learning
  - Faculty asked for several improvements
  - Key classrooms were identified for additional whiteboards
  - Whiteboards were installed
  - Simple, straightforward, but meaningful!

# Program Outcome Model



## Resources

Staff  
Buildings  
Facilities  
State funds  
FTE

## Services

Education (classes)  
Services  
Counseling  
Student activities

## Products or Results of Activities

Numbers served  
FTE (input next year)  
# Classes taught  
# Students recruited

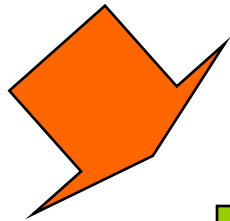
## Constraints

Laws

State regulations

# Program Outcomes Model

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OUTCOMES

(Outcomes answer the  
“so what” question)

Benefits for People

- \*New knowledge
- \*Increased skills
- \*Changes in values
- \*Modified behavior
- \*Improved condition
- \*Altered status
- \*New opportunities

# Assessment: Evaluate our Progress

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## Five Aspects of Good Assessment

- Used
- Cost Effective
- Accurate and Truthful
- Valued
- Derived from Clear and Important Goals

# Institutional Effectiveness Going Forward

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- ❑ Incorporate WEAVE into our ongoing planning and evaluation processes
- ❑ Increase our skill in developing and measuring objectives
- ❑ Develop and implement an administrative unit review process
- ❑ Continue to improve cross-functional (horizontal) planning

# Annual Administrative Services Survey

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- ❑ Evaluate all administrative services on an annual basis
- ❑ Survey distributed to all LFCC employees
- ❑ Five to eight questions for each key functional area
- ❑ Questions must be related to unit goals and objectives
- ❑ Results analyzed and used for future cycles

# Planning for Institutional Effectiveness

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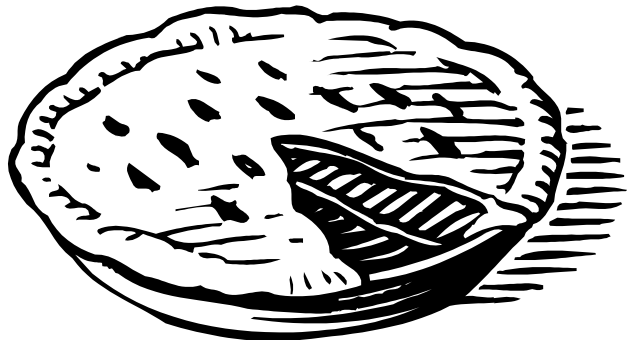
## Why the *PIE*?



All of our faculty and staff, individually and collectively, contribute to making our LFCC pie. We each add our unique ingredients.

# Planning for Institutional Effectiveness

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We work together to create a blue-ribbon pie

- by sharing our recipes for success
- by understanding what ingredients we each contribute
- by having a shared and understandable vision of what makes a...

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A Super Tasty, Fulfilling,  
Satisfying Outcome!

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Okay, corny metaphor,  
but if the pie pan fits...



# PIE Resource Staff

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