Institutional Effectiveness Discussion Guide

June 2021

Institutional Effectiveness Committee
Umpqua Community College

Introduction

Institutional effectiveness (IE) is the continual process of planning, resource allocation, and assessment designed to ensure we fulfill our mission. IE encompasses all of what we do at UCC, is a requirement of accreditation, and helps align the efforts of all campus areas toward the objectives of UCC's strategic plan. Because all UCC staff should be familiar with basic IE topics, this discussion guide provides UCC leadership with the specific accreditation standards surrounding IE, an IE topic list, and a suggested frequency of discussion for each topic during your regularly scheduled staff meetings. UCC uses an IE rubric to assess its level of institutional effectiveness. The rubric, and an annotated version showing our current self-assessment, is available on the Assessment web page in the "Institutional Assessment" section.

Accreditation Standard 1.B

As mentioned above, our continued accreditation depends on incorporating institutional effectiveness into our processes. Here are the pertinent NWCCU accreditation standards (source: nwccu.org/accreditation/standards-policies/standards).

Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Because IE practices are a requirement of accreditation, and UCC must provide evidence of their use to our accrediting commission, it is critical that the **IE topics** discussed in your staff meetings always be captured in your meeting notes and stored in the location designated by UCC's Accreditation Liaison Officer (ALO).

> **Note**: *Evidence is collected in an ongoing systematic process, but also as you move through your daily interactions, planning, and participation in meetings, training, and professional development. Evidence is relevant, verifiable, representative, cumulative, and actionable. Evidence, although heavily derived from data and statistics, in both quantitative and qualitative form, can also be found in the form of operational planning, meeting minutes, notes, lists of tasks and accomplishments, and ongoing daily calendars as demonstration of incorporation of IE Rubric and NWCCU Standards. Evidence can also be in the form of pictures, timelines, receipts for project completion, and any other form of evidence that supports and creates a snapshot of the pathway you took to achieve your goals.*

Topics and Schedule

#	Topic	Campus Area	Venue	Frequency	NWCCU Standard (Note: The links open the document but do not navigate to the indicated page.)	IE Rubric Criteria
1	Progress on operational and tactical plans related to your areas – can you identify actions taken, evidence collected, data gathered, and/or improvements made?	Operational and tactical plan owners	Team meetings, department meetings, Academic Services	Monthly	Evidence Appendix F p. 86 Standard 2 Appendix A p. 56 Resources List Appendix E p. 74 The Standards Accreditation Standards p. 12	1.B.1 1.B.2 1.B.3
2	Connection of work being done to students' achievement of their educational goals, improvement of student learning, and improvement of student completion of programs. For faculty and student facing services, how unit is working to meet expectations in NWCCU Standards 1.C and 1.D.	All campus areas	Team meetings, department meetings, SLT, PC	Monthly	Student Learning Standard 1.C Appendix C p. 65 Student Achievement Standard 1.D Appendix D p. 69	1.B.1 1.B.2
3	Connections of work in your unit to the College's institutional indicators – how efforts in unit are improving the College's performance as measured by the 13 institutional indicators	Operational and tactical plan owners, instructional areas. ACSC	Team meetings	During planning and assessment.	IE Rubric Standard 1.B.1 – 1.B.4 Appendix B p. 62	1.B.2
4	Work being done in collaboration with other campus units	Tactical plans, operational plans	Team meetings	Monthly	Improving IE 1B.3, 1B.2, 1.B.1 Appendix B p. 62 Student Learning Standard 1.C.5 Appendix C p. 65 Student Achievement Standard 1.D.4 Appendix D p. 69 Standard 2- list below Appendix A p. 56 *Governance* Standards 2.A.2, 2.A.4 *Academic Freedom* Standards 2.B.1, 2.B. *Institutional Integrity* 2.D.1, 2.D.2, 2.D.3 *Student Support* Standard 2.G.2	1.B.3 1.B.4

#	Topic	Campus Area	Venue	Frequency	NWCCU Standard (Note: The links open the document but do not navigate to the indicated page.)	IE Rubric Criteria
5	How resources (people, money, space, technology, and equipment) are being used strategically to accomplish goals and support student success	Operational and tactical plan owners, instructional areas. ACSC	Team meetings	During budget development and resource planning - planning and assessment.	Standard 1-list below Standard 1 p. 16 *Improving IE* 1.B.1, 1.B.3 *Institutional Integrity* 1.D.4 Standard 2- list below Appendix A p. 56 *Policies & Procedures* 2.C.2 *Financial Resources* 2.E.1, 2.E.2, 2.E.3 *Human Resources* 2.F.1 - 2.F.4 *Student Support* 2.G.1, 2.G.2, 2.G.4, 2.G.5, *Library & Information* 2.H.1 *Physical & Tech Infra.* 2.I.1	1.B.1 1.B.2 1.B.3
6	Internal and external patterns, trends, and expectations that bear on what the College is expected to do, inform what we need to change, or constrain what we do.	Operational and tactical plan owners, instructional areas.	Team meetings, department meetings,	Various cycles of planning and review	Improving IE 1.B.1 - 1.B.4 Appendix B p. 62 Student Achievement 1.D.2, 1.D.3 Appendix D p. 69 Standard 2-list below Appendix A p. 56 *Governance* 2.A.4 *Institutional Integrity* 2.D.1, 2.D.2 *Human Resources* 2.F.2, 2.F.4 *Student Support* 2.G.3	1.B.3 1.B.2 1.B.4
7	For all, alignment of work with Standard 2 related to governance, policies, academic freedom, institutional integrity, financial resources, human resources, student support resources, library and information resources, and physical and technology infrastructure	Various campus stakeholders with oversight from IEC	Team meetings, department meetings, College Council	Monthly	Evidence Appendix F p. 86 Standard 2 Appendix A p. 56 Resources List Appendix E p. 74	1.B.1 1.B.2 1.B.3 1.B.4

Reference Information

Glossary

Term	Definition
ACSC	Accreditation and Curriculum Standards Committee
ALO	Accreditation Liaison Officer
CLO	Course Learning Outcome
IE	Institutional Effectiveness
IEC	Institutional Effectiveness Committee
Institutional Effectiveness Plan and Guide	UCC's handbook on institutional effectiveness. It outlines UCC's working definition of institutional effectiveness, related processes and procedures, and alignment with accreditation requirements of the Northwest Commission of Colleges and Universities.
Institutional Effectiveness Rubric	The rubric used to evaluate UCC's overall level of institutional effectiveness. A link to the rubric and a link to an annotated version, showing UCC's current level of effectiveness both appear in the Institutional Assessment section of the Assessment web page.
NWCCU	Northwest Commission on Colleges and Universities
Operational Plan	Operational plans are completed by leaders of departments and academic areas of study. Operational plans include actions that each area will undertake during a single year to improve operations and support the strategic or tactical plan priorities. Each action includes measurable actions, milestones, and associated indicators of success.
PLO	Program Learning Outcome
Strategic Plan	The Strategic Plan is a set of strategic goals and priorities, which define UCC's direction for multiple years. These goals and priorities are guided by the College's mission, vision, and values; an analysis of external and internal environments; and current and emerging patterns, trends, and expectations.
Tactical Plan	Tactical Plans include multi-year goals and actions to accomplish the College's Strategic Plan goals and operational imperatives along with measurable milestones, outcomes, and indicators of success. Tactical plans are the responsibility of members of the President's Senior Leadership Team and of the Provost's Council.
ULO	Universal Learning Outcome
Unit	An office, division, department, council, committee, etc. working under the guidance of a strategic, tactical, or operational plan or a charter.

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