

Accountability, Accreditation, Strategic Planning, and Institutional Effectiveness

The Accreditation Process

6 Regional Institutional Accrediting Agencies :

1. Middle States Association of Schools and Colleges (MSCHE)
2. New England Association of Schools and Colleges (NEASC)
NEASC-CIHE
NEASC-CTCI
3. North Central Association of Schools and Colleges (NCA)
4. Northwest Commission on Colleges and Universities
(NWCCU)
5. Southern Association of Schools and Colleges (SACS)
6. Western Association of Schools and Colleges (WASC)
WASC-ACCJC
WASC-ACSCU

The Accreditation Process

Once Every Ten Years:

-SACS (Southern Association of Colleges and Schools) reaffirms colleges and universities for its region:

11 states and those in Latin America

States = Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia

The Accreditation Process

We must be reaffirmed by Southern Association of Colleges and Schools (SACS)

Accreditation is important because without it, schools can't

- receive funding
- receive Financial Aid
- transfer credits

The Accreditation Process

Tuskegee University Reaffirmation Timeline

SACS Requirements

Core Requirement 2.5

“The institution engages in ongoing, research-based processes that

- (1) incorporate a systematic review of institutional mission, goals and outcomes
- (2) result in continuing improvement in institutional quality, and
- (3) demonstrate that the institution is effectively accomplishing its mission (Institutional Effectiveness).”

So Tuskegee University must put in place

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Ongoing, integrated, and institution-wide
research-based planning and evaluation
processes that include:

a systematic review of institutional
mission, goals and outcomes

Which results in continuing improvement
in institutional quality

And demonstrates that the institution is
effectively accomplishing its mission

So Tuskegee University must put in place

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WHY?

- Are we doing this only because of SACS?
- Shouldn't we periodically take a serious look at our students?
- Are they learning?
- Who is learning best?
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HOW?

Strategic Planning

- Strategic Planning begins with a mission and culminates in the realization of a vision
- It is specific, measurable, and focused on a relatively small set of activities that guide operational decisions and strategic budget priorities
- It is also an activity that benefits most from large scale support from every member of the organization and those it seeks to serve

Strategic Planning

Annual Program Review

All University units are reviewed

All instructional programs (a portion each year over five year cycle)

All Administrative Services units

- “If you didn’t document it, it never happened...”

The clinician’s mantra

The Assessment Cycle

Assessment Methods Used a

- Examination of student work
 - Capstone projects
 - Essays, papers, oral presentations
 - Scholarly presentations or publications
 - Portfolios
 - Locally developed examinations
- Major field or licensure tests
- Measures of professional activity
 - Performance at internship, placement, sites
 - Supervisor evaluations
- Miscellaneous Indirect Measures
 - Satisfaction/evaluation questionnaires
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Assessment Methods Used a

- Faculty review of the curriculum
 - Curriculum audit
 - Analysis of existing program requirements
- External review of curriculum
- Analysis of course/program enrollment, drop rates

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- **General Issues**
 - Think about how information will be examined, what conclusions will be made, even before the data are collected
 - Provide Descriptive information
 - Percentages ('strongly improved', 'very1[MCID 59 >>Bt0.



Closing the Loop: The Key Step

- To be meaningful, assessment results must be studied, interpreted, and used
- Using the results is “closing the loop”
- We conduct our assessment because our findings can be used to improve our program

- To motivate various improvements

Why Close the

- To Inform Program Review
- To Inform Planning and Budgeting
- To Improve Teaching and Learning

What is 'Closing the Loop'?

- The last stage of the assessment cycle
- Taking time to reflect on assessment results
- Documenting what changes were made
- Examining whether the implemented changes have been successful or unsuccessful
- Discussing the next steps

How to 'Close the Loop'

- Be specific and document
- After implementing action plan reassess student progress
 - Improvement occurred
 - Document progress
 - Improvement did not occur
- Make modifications to current plan
- Develop new action plan

- Strategizing for improvement purposes
- Implementing strategies to determine whether has intended effect
- Demonstrating that a strategy had return on investment
- Usually the most challenging aspect of the improvement process

9 Choice of Measures

9 Review and Analysis of Assessment Findings

9 Evidence of Improvement

- Why were these measures chosen?
- How does your measure align with your outcome?
- Does this measure provide you with efficient/sufficient data?
- Does this measure provide you with strengths and weaknesses?
- Is the instrument appropriate for the type of data you need?

- Has your unit discussed the findings as a group? (Include dates)
- Do findings show data that align with your outcomes and measures?
- Do findings give you insight on improvements made in the past?
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- “We met our ben(r)-17i.u67rBTt22g6Tt22g(u)-467rk,33 (an5.3

- What improvement strategies did you mention in the p
- What do your findings tell you about strategies implemented in the year?
- How did you “close the loop”?
- What was successful? What wasn't?
- Is it too soon to tell whether a strategy worked or not?

- Closing the loop is the most important step in the instructional effectiveness cycle
- It involves analyzing data and then modifying strategies as needed to better achieve measurable objectives
- Plans and assessments are not judged by whether or not measurable objectives were achieved – but by whether or not a documented effort was made, data analyzed, and appropriate changes made to the strategies in order to better achieve measurable objectives in the future.

