Year: 2012-2013

Service Program: Institutional Effectiveness and Planning
Supervisor: Marilyn Belwood
(formerly Institutional Research)

I. Mission
The Office of Institutional Effectiveness and Planning provides leadership and support for campus-wide assessment and planning to increase institutional effectiveness and advance the mission of Missouri Valley College.

Values
- Efficient
- Strategic
- Meaningful

II. Goals
1) Develop and maintain a comprehensive framework for assessment and planning
2) Provide support for campus-wide participation in assessment and planning
3) Compile, analyze, and interpret information that is useful in decision making
4) Facilitate development, implementation, and ongoing evaluation of the strategic plan
5) Support institutional and program accreditation activities

III. Service outcomes
1) A framework for assessment and planning is developed and maintained.
2) Faculty and staff participate in assessment and planning.
3) Assessment information is summarized, interpreted, and/or disseminated.
4) The strategic plan is implemented and evaluated regularly.
5) Support is provided for institutional and program accreditation activities.

IV. Service delivery map
Functions:
1) Informational e-mails
2) IEP Web page/J drive Assessment folder
3) In-house surveys
4) General education assessment
5) Strategic planning support
6) Accreditation assistance
7) Help sessions/workshops
8) AAB meetings
The following table indicates the functions in the past year that promote service outcomes.

<table>
<thead>
<tr>
<th>Functions</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service outcomes</td>
<td>Info e-mails</td>
<td>IR Web page/ J drive folder</td>
<td>In-house surveys</td>
<td>General education assessment</td>
<td>Strategic planning support</td>
<td>Accreditation assistance</td>
<td>Help sessions/ workshops</td>
<td>AAB meetings</td>
</tr>
<tr>
<td>1) Framework developed &amp; maintained</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2) Faculty and staff participation</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Information summarized/ disseminated</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4) Strategic plan implemented and evaluated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5) Accreditation activities supported</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

V. Assessment tools

**Service Outcome 1:** A framework for assessment and planning is developed and maintained.

**Assessment tools for Service Outcome 1:**
- Assessment and planning guidelines for service and academic programs
- Methods for evaluating teaching
- General education program assessment process
- Standard syllabi with specification of learning outcomes and assessment tools, consistency across multiple sections of same course, modes of delivery, and dual credit
- Strategic plan 2012-2017

**Service Outcome 2:** Faculty and staff participate in assessment and planning.

**Assessment tools for Service Outcome 2:**
- Percent of Annual Program Assessment and Planning Reports completed
- Percent of five-year Program Reviews completed
- Percent of general education courses for which faculty provided assessment information
- Number of faculty participating in workshops and help sessions
- Attendance at Assessment Advisory Board meetings

**Service Outcome 3:** Assessment information is summarized, interpreted, and/or disseminated.

**Assessment tools for Service Outcome 3:**
- Summary and dissemination of Senior Exit Surveys
- Dissemination of Academic Program Reviews and Assessment and Planning Reports
- Summary of student evaluation comments
• Construction and summary of in-house surveys, distribution to relevant individuals
• Summary and dissemination of strategic plan progress
• IEP web page and J drive Assessment folder updated with information and resources

Service Outcome 4: The strategic plan is implemented and evaluated regularly.
Assessment tools for Service Outcome 4:
• Identification of strategies, performance measures, and target goals
• Evaluation of achievement towards yearly goals

Service Outcome 5: Support is provided for institutional and program accreditation activities.
Assessment tools for Service Outcome 5:
• Preparation of College self-study and related materials
• Preparation for program accreditation activities

VI. Summary of findings

Service Outcome 1: A framework for assessment and planning is developed and maintained.
Summary of findings for Service Outcome 1:
• Updated forms are available for Academic Program Reviews, Academic and Service Program Assessment and Planning Reports, along with resource materials.
• Teaching evaluations by students consist of two parts: an in-class rating evaluation on Scantron forms and a comment section through Survey Monkey.
• Assessment for the General Education program currently consists of aggregating data of student achievement of learning outcomes from faculty across courses.
• The standard syllabi form is required to be used by all faculty, and learning outcomes are to be consistent across all sections, locations, and modes of a course. Some courses with multiple sections have begun to implement a common final. This is handled through the VPAA Office.
• A strategic plan for 2012-2017 has been developed.

Service Outcome 2: Faculty and staff participate in assessment and planning.
Summary of findings for Service Outcome 2:
• 100% of Annual Program Assessment and Planning Reports were completed.
• 100% of five-year Program Reviews (on rotation) were completed.
• Faculty submitted assessment information for 54% of general education courses in fall 2012; in spring, 2013, it was 40%. This is too low for valid assessment of the program.
• Assessment Advisory Board meetings had five to nine of the eleven members attending each meeting.
• The following table shows the number of faculty participating in workshops and help sessions this past academic year.
MVC On-Campus Professional Development Events
Offered by Office of Institutional Effectiveness and Planning
Academic Year 2012-2013

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15, 2012</td>
<td>Workshop: Use of rubric to evaluate Academic Program Assessment and Planning Reports</td>
<td>Majority of faculty</td>
</tr>
<tr>
<td>August 16, 2012</td>
<td>Presentation on institutional effectiveness, collaboration, and assessment during fall faculty workshops</td>
<td>Majority of faculty</td>
</tr>
<tr>
<td>September 19-20, 2012</td>
<td>Help Sessions (2): Academic Program Reviews</td>
<td>4 faculty</td>
</tr>
<tr>
<td>October 24 &amp; 25, 2012</td>
<td>Discussion Sessions (2): Issues and trends affecting higher education</td>
<td>14 faculty/staff</td>
</tr>
<tr>
<td>November 14 &amp; 15, 2012</td>
<td>Discussion Sessions (2): Student Learning—Current research and best practices for teaching</td>
<td>2 faculty</td>
</tr>
<tr>
<td>January 23 &amp; 24, 2013</td>
<td>Discussion Sessions (2): How do students learn?</td>
<td>19 faculty/staff</td>
</tr>
<tr>
<td>February 5 &amp; 6, 2013</td>
<td>Help Sessions (2): Academic Program Reviews</td>
<td>6 faculty</td>
</tr>
<tr>
<td>March 7, 2013</td>
<td>Discussion Session: Simple classroom strategies to engage students</td>
<td>6 faculty</td>
</tr>
<tr>
<td>April 10 &amp; 11, 2013</td>
<td>Help Sessions (2): Academic Program Reviews</td>
<td>10 faculty</td>
</tr>
</tbody>
</table>

Total events: 15

**Service Outcome 3:** Assessment information is summarized, interpreted, and/or disseminated.

**Summary of findings for Service Outcome 3:**
- Senior Exit Surveys were summarized, e-mailed to campus community, posted on IEP web page, and put in J drive Assessment folder.
- Academic Program Reviews and Assessment and Planning Reports were posted on IEP web page and put in J drive Assessment folder.
- Student evaluation comments for fall and spring were summarized and sent to the VPAA Office for distribution.
- Assistance was given in construction, collection, summary, and/or distribution of in-house surveys. Some topics of surveys this past year include Learning Opportunities, Child Care Needs, 15 Minutes of Feminism, Freshman Seminar, and Excellent Faculty.
- The IEP web page and J drive Assessment folder are updated on a regular basis with assessment information and resources.
- The completion of the first year of implementation of the strategic plan is this fall. Evaluation of progress will begin then.

**Service Outcome 4:** The strategic plan is implemented and evaluated regularly.

**Summary of findings for Service Outcome 4:**
- Strategies, performance measures, and target goals have been identified.
- Evaluation of progress for the first year will begin this fall.

**Service Outcome 5:** Support is provided for institutional and program accreditation activities.

**Summary of findings for Service Outcome 5:**
• Assistance was provided for writing assessment and planning parts of the self-study, reading for clarity and accuracy, and constructing tables and figures.
• When needed, assistance was given for program accreditation activities. This past year, faculty working on their self-study for the nursing program had a few questions.

VII. Level of achievement of service outcomes

Service Outcome 1: A framework for assessment and planning is developed and maintained.

Level of achievement of Service Outcome 1:
The framework is in place for assessing teaching, student learning outcomes in courses and academic programs, service learning outcomes in service programs, and the strategic plan. Periodically, forms and guidelines are updated to simplify, clarify, or add pertinent information. An initial process for assessing the general education program was put in place. Service Outcome 1 has been achieved.

Service Outcome 2: Faculty and staff participate in assessment and planning.

Level of achievement of Service Outcome 2:
There is progress in faculty and staff participation, especially with respect to completion of reports and reviews. Also, there is fairly good attendance and involvement in the Assessment Advisory Board. However, an inadequate percentage of faculty submitted information for the general education assessment, a small number of faculty and staff participate in workshops and help sessions, and many have yet to identify targeted assessment strategies for course student learning outcomes. Achievement for Service Outcome 2 is not at a desired level.

Service Outcome 3: Assessment information is summarized, interpreted, and/or disseminated.

Level of achievement of Service Outcome 3:
Yearly surveys were administered, summarized, and distributed. Reviews and reports were made public. Student evaluation comments were summarized and sent to the VPAA. Assistance was provided for in-house surveys. Assessment of progress made on the strategic plan in its first year of implementation will begin this fall. Service Outcome 3 has been achieved.

Service Outcome 4: The strategic plan is implemented and evaluated regularly.

Level of achievement of Service Outcome 4:
The strategic plan was approved last May, and this past academic year was the first year of implementation. Strategies, performance measures, and target goals were set last year, and evaluation begins this fall. This evaluation will show those areas that have begun implementation and the degree to which progress toward goals has been made. The level of achievement for Service Outcome 4 cannot be determined at this time.

Service Outcome 5: Support is provided for institutional and program accreditation activities.

Level of achievement of Service Outcome 5:
Much work was done in this area, especially in preparing the self-study. Prior to the specific self-study, many processes were put into place to ensure comprehensive assessment and
planning campus wide. Questions from others concerning program accreditation were answered. Service Outcome 5 has been achieved.

VIII. Staff/Clientele/Program information
The director is the sole full-time staff member. Virginia Zank, former long-time MVC faculty member, serves as an educational consultant to the college and works closely with the DIEP on projects. The Assessment Advisory Board, composed of faculty (one from each division), staff (2), students (1-2), and members of the Board of Trustees (1-2), meets monthly with the DIEP and is involved in many assessment activities. Clientele of the Office of Institutional Effectiveness and Planning are the college community (students, faculty, staff, administrators, Board of Trustees), the public, and external state, federal, and accrediting agencies. Services support institutional planning and decision-making.

One full-time staff person: Dr. Marilyn Belwood
• Director of Institutional Effectiveness and Planning (since fall 2008)
• Education: Ph.D. in educational psychology with concentration in statistics and measurement; M.S. in statistics; B.A. in mathematics; B.F.A. in painting and drawing; A.A. in graphic design

One part-time staff person: Virginia Zank
• Education consultant to MVC who works closely with the DIEP
• Education: M.A. in English; B.S. in secondary education

IX. Analysis/Interpretation
The major work of building a campus-wide assessment framework is complete, although it can always be improved and work will continue to refine it and make it better. The focus now turns to increasing participation in and knowledge of assessment so that faculty and staff understand its usefulness and more fully take ownership. Although a variety of workshops and help sessions were held, very few took advantage of them.

Involvement of faculty in the assessment of the general education program learning outcomes has been disappointing. What was believed to be a clear process involving minimal time and effort has had disappointing results. It is not clear why the percentage reporting information for general education classes is low. This is the first time an assessment of this type has been attempted. A different approach is obviously needed to garner faculty interest and participation.

Completion of the program reports and reviews seems to be going much more smoothly with faculty and staff now that these processes have been in place since the 2009-2010 academic year.

Development of the strategic plan was a monumental effort. It is anticipated that the process of monitoring and evaluating our progress will also be challenging. It will require the coordination of many people to implement, assess, and gather data in their respective areas. This office will work with those people to determine relevant and meaningful times for reporting data.
We were able to address assessment and planning aspects in the self-study, show that these processes are in place, and provide substantive evidence. This is positive.

Work with the Assessment Advisory Board continues to evolve. In an effort to get them more actively involved this past year, members were provided training on using a rubric to evaluate Academic Program Assessment and Planning reports. The plan was to have AAB members provide evaluations to faculty on their reports. However, reliability was not achieved after a few sessions and individual work, so this plan was put on hold.

The director and the educational consultant work collaboratively on projects large and small. The consultant generally makes monthly trips to campus to help facilitate workshops and help sessions.

X. Action plan/Closing the loop

**ACTIONS COMPLETED FROM LAST YEAR’S REPORT:**

→ To help increase understanding of the office, the name will be changed from the Office of Institutional Research to the Office of Institutional Effectiveness and Planning. In addition, the mission, values, and goals of the office, as well as the job description of the director, will be revised to more clearly describe the functions of the office and duties of the director.

✔ This was done.

→ Engagement of AAB members in assessment activities will be increased by involving them in reviewing the Academic Program Assessment and Planning Reports beginning in the fall. A rubric will be created for this purpose. Through this experience, it is anticipated that AAB members will gain a greater understanding of the assessment and planning process as well as the faculty receiving the report evaluations.

✔ A rubric was created, but reliability among members was not achieved.

→ A rubric will be created for evaluating the Service Program Assessment and Planning Reports. Plans to involve staff in using this rubric will be determined.

✔ This was done.

→ Tentative ideas for assessing the General Education Program will be drafted over the summer so that the director can work with the AAB in further development and then present draft assessment plans to the General Education Committee for further discussion.

✔ This was done.

→ Baseline data for performance measures in the strategic plan will be gathered over the summer. This will aid in setting target goals. An assessment plan for the strategic plan will be developed this fall.

✔ This was done.

→ A survey will be developed to gather information regarding satisfaction and knowledge of services this summer so that it can be administered to faculty and staff at the fall meetings.
✔ This was done. The gist of the results was that faculty need more education about the function and services of this office and support in assessment and planning efforts.

→ A presentation will be created to address the idea of institutional effectiveness for the fall meetings. The idea will be to construct the presentation from an unexpected perspective—that of an artist—to help broaden and energize people’s ideas about assessment and planning.
✔ This was done.

→ More investigation into strategies for increasing student response rate on evaluations and faculty participation in assessment activities will continue.
✔ Some ideas were gathered, but no major changes were made.

→ Although it was not a specific action plan proposed last year, it was clear that the mission, goals, values, service outcomes, and general format of the program report were cumbersome, unduly complicated, and far too lengthy. The mission, goals, values, and service outcomes were rewritten, and a simpler, more direct approach to the report was taken this year.

ACTION PLAN FOR THIS YEAR BY SERVICE OUTCOME:

Service Outcome 1: A framework for assessment and planning is developed and maintained.

Action plan for Service Outcome 1:
- Revise assessment strategy for the general education program
- Continue to explore possible ways to increase response rates for student evaluation comments on teaching

Service Outcome 2: Faculty and staff participate in assessment and planning.

Action plan for Service Outcome 2:
- Continue workshops and help sessions to increase knowledge and participation of faculty and staff in assessment and planning
- Rethink interaction with and activities for AAB to increase involvement

Service Outcome 3: Assessment information is summarized, interpreted, and/or disseminated.

Action plan for Service Outcome 3:
- Explore ways to make the IEP webpage more useful and accessible

Service Outcome 4: The strategic plan is implemented and evaluated regularly.

Action plan for Service Outcome 4:
- Create process for monitoring and evaluating progress on the strategic plan

Service Outcome 5: Support is provided for institutional and program accreditation activities.

Action plan for Service Outcome 5:
- Provide support for any upcoming accreditation needs.

Individuals who assisted in the completion of this report:
Marilyn Belwood, Virginia Zank