



Annual Planning and Evaluation Reports for Administrative Units to Document Institutional Effectiveness

Office of Institutional Effectiveness and Student Success



Overview of Presentation

- I. Context for Institutional Planning and Effectiveness
- II. Writing the Annual Planning and Evaluation Report for Administrative Units
- III. NOVA's Planning and Evaluation Timeline



Part I.

Context for Institutional Planning and Effectiveness



Mission of SACSCOC

*The Commission's mission is the **enhancement of education quality** throughout the region and the improvement of the effectiveness of institutions by **ensuring that they meet standards established by the higher education community** that address the needs of society and students.*

<http://www.sacscoc.org/pdf/2018PrinciplesOfAccreditation.pdf>



SACSCOC Revised *Principles of Accreditation: (Dec. 2017)*

One section of the revised Principles is primarily relevant to this discussion:

Section 7: Institutional Planning and Effectiveness



Section 7: Institutional Planning and Effectiveness

Effective institutions demonstrate a commitment to principles of continuous improvement, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.



Section 7.3 Administrative Effectiveness

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.



VCCS Performance Funding Measures

*By 2020, the VCCS will award 20% of the annual state allocation funding to colleges based on performance funding measures based on the Loss-Momentum Framework. Colleges are awarded points based on the **progress, retention, completion, and transfer** of their students.*

<http://trcenter.vccs.edu/data/>



In Summary, On-going, Systematic Planning and Evaluation:

- Provides evidence of how well units are advancing:
 - NOVA's mission and strategic plan
 - The VCCS *Complete 2021* strategic plan
 - SCHEV's goal to make Virginia the "*best educated state by 2030*"
- Enhances unit's effectiveness and the College's effectiveness
- Improves the unit's administration/staff KSAs and subsequently the unit's services
- Improves student success



Part II.

Writing the Annual Planning and Evaluation Report for Administrative Units



NOVA's Planning and Evaluation Process

1. Review Subunits' Expected Outcomes and submit any changes to the Office of Planning and Evaluation (OPE) for evaluation
2. Align expected outcomes with Mission and Strategic Objectives
3. Determine Measures and targets to evaluate expected outcomes and make necessary adjustments based on available data
4. Collect data
5. Analyze data
6. Use results to make improvements
7. Reassess for continuous improvement



Contents of the Annual Planning and Evaluation Report (APER)

- NOVA's Mission Statement
- Subunit's Purpose Statement
- Alignment with College's Mission and Strategic Objectives
- Expected Outcomes
- Evaluation Methods with Targets, Acceptable Thresholds, and Justification for Threshold
- Results
- Use of Results and Planned Improvements



Annual Planning and Evaluation Report for Administrative Units: 2019-2020

Unit:

Subunit:

NOVA Mission Statement: With commitment to the values of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class in-person and online post-secondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and globally competitive workforce.

Subunit Purpose Statement:

Expected Outcome (L) Learning <input type="checkbox"/> (O) Operational <input type="checkbox"/>		Expected Outcome: Strategic Plan Objective(s) #:																																																												
Measure with Target		Results				Use of Results																																																								
Measure: Target: Acceptable Threshold: Justification for Threshold: (ex. Based on last year's data. Based on national data. Data will be collected this year to set a benchmark.)		Academic or Fiscal Year Current Data Collected: Table Title (Disaggregate Data): Year/Term <table border="1"> <thead> <tr> <th rowspan="2">Sub-Categories</th> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th colspan="2">Change from X Year</th> </tr> <tr> <th>*N=</th> <th>*N=</th> <th>*N=</th> <th>*N=</th> <th>*N=</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr> <td>Total</td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>*N=Total population</p> Strengths of Results: Weaknesses of Results:				Sub-Categories	2015-16	2016-17	2017-18	2018-19	2019-20	Change from X Year		*N=	*N=	*N=	*N=	*N=	#	%																																	Total								Previous Action(s) to Improve Unit Services Related to this Outcome (What? Who? How? When?): Current Results Improved: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Explain impact of previous changes/ actions: Target Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Acceptable Threshold Met: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially <input type="checkbox"/> N/A Areas Needing Improvement Based on Current Results: Action Plan Based on Current Results (What? Who? How? When?): Next Evaluation of this Expected Outcome (Academic or Fiscal Year):	
Sub-Categories	2015-16	2016-17	2017-18	2018-19	2019-20		Change from X Year																																																							
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NOVA Mission Statement

With commitment to the principles of access, opportunity, student success, and excellence, the mission of Northern Virginia Community College is to deliver world-class, in-person and online postsecondary teaching, learning, and workforce development to ensure our region and the Commonwealth of Virginia have an educated population and a globally competitive workforce.



Subunit Purpose Statement

- All subunits should have a purpose statement in place.
- A purpose statement reflects the fundamental reasons a subunit exists.
- It outlines the values and functions of a subunit.
- It identifies the stakeholders or constituents.



Example of Subunit Purpose Statement

GPS for Success advances NOVA's mission and strategic plan by improving students' academic planning skills through early and continued engagement with academic advisors.



Expected Outcomes

- An expected outcome describes a desired improvement or change in a subunit to benefit the community/student/faculty/staff/college.
- An expected outcome is written so that it is measurable.
- An expected outcome is mapped to the Mission and a specific Strategic Plan Goals/Objective(s).



Discussion of Expected Learning and Operational Outcomes

- What are 2-3 most important duties of your subunit?
- Based on your subunit's responsibilities, how can your subunit improve effectiveness and serve users better?
- What types of measurable expected outcomes do you suggest to improve your subunit?
- Create 3 or more expected outcomes.



Expected Outcomes Address

- Efficiency
- Effectiveness
- Customer Service
- Student Learning (where applicable)
- Data Quality (where applicable)
- Strategic Plan (where applicable)



Two Types of Expected Outcomes

1. Expected **Learning Outcomes**: The knowledge, skills, attitudes, and habits that students, faculty, and/or staff gain from a learning experience
2. Expected **Operational Outcomes**: Effectiveness of processes, policies, and organizational services to support the college and its students.



Expected Learning Outcomes

- Directly impact the student, faculty, and/or staff
- The knowledge, skills, attitudes, and habits that students, faculty, and/or staff gain from a learning experience
- Examples Include
 - Students will gain knowledge of other cultures by participating in cultural activities organized through the College.
 - First-time to college curricular students who are recent high school graduates will improve their academic planning skills.



Expected Operational Outcomes

- Indirectly impact the college faculty, staff, students, and constituents
- Include metrics to document how well operational aspects of a subunit are functioning
- Examples include
 - Advisors will increase the number of GPS students served in a semester.
 - Campus facilities meet faculty, staff, and students needs.



Example of Types of Data to Use for Evaluation

Quantitative and qualitative data

- IR Data (Enrollment count, Retention rates, Graduation Rates, etc.)
- Frequency count (i.e. usage of services provided)
- Email Log (i.e, number and type of service requests)
- Phone call log (i.e., number and type of information requested)
- Time log to complete task or provide service (i.e., IR data requests)
- Meeting records
- Advising records



Example Methods of Evaluation

Direct Methods to Evaluate Learning Outcomes

- Assignment/Quiz
- Pre-test and post-test
- Checklist or Rubrics to evaluating KSA (Knowledge, Skills, or Abilities)

Indirect Methods

- Satisfaction survey
- Comment cards
- Needs Survey (community/student/faculty/staff)
- Focus Groups



Expected Outcomes are SMART

- **Specific**
 - Clear and definite terms describing abilities, knowledge, values, attitudes, and performance
- **Measureable**
 - It is feasible to get the data; data are accurate and reliable; it can be assessed in more than one way
- **Achievable**
 - Has potential to move the unit/subunit forward
- **Results-Oriented**
 - Describe what standards are expected from students or the program/service
- **Time Bound**
 - Describe where you would like to be within a specified time period



Mapping Expected Outcomes to NOVA's Strategic Plan Objectives

Nine Strategic Plan Objectives

Objective 1. All students are **advised and have access to support** throughout their time at NOVA

Objective 2. Implement **VIP-PASS** (Technology System)

Objective 3. Develop Pathways to ensure **seamless transitions** from high school and other entry points to NOVA, and from NOVA to 4-year transfer institutions or the workforce

Objective 4. Develop **effective processes and protocols** for programmatic College-wide collective decisions



Mapping Expected Outcomes to NOVA's Strategic Plan Objectives, Continued

Objective 5: Align NOVA's **organizational structures**, position descriptions, and expectations for **accountability** with its mission

Objective 6: Enhance **community prosperity** by refocusing and prioritizing NOVA's **workforce development** efforts

Objective 7: Enhance NOVA's **IT and Cybersecurity programs** to position NOVA as the community college **IT leader** in the nation.

Objective 8: Re-envision **workforce development** and integrate into a NOVA core focus.

Objective 9: Plan to **expand NOVA's healthcare and biotechnology programs**, and prioritize future programs to **support regional economic development goals**



Measuring Expected Outcomes and Using Results

Questions to ask while writing an APER

- Does the measure for evaluation align with the expected outcome?
- Are all the columns complete? If not, what is missing? Do not leave prompts blank.
- Are the results broken down by outcome components? If not, how could you break them down?
- Where could there be more details/clarification?
- What could you replicate in your own subunit?



Areas to Consider for the Upcoming 2019-2020 APER

1. **Expected Outcomes** were created to last the length of the Strategic Plan to 2023. If a subunit needs to change the expected outcome, please send it to us for review.
2. **Measures and Targets** can be changed to enhance and produce more useful and meaningful data collection. If a subunit would like to discuss measures and targets, please contact us. If an expected outcome uses multiple measures, report results for each measure in a separate row. Use last year's action plan to guide measures and targets.



Areas to Consider for the Upcoming 2019-2020 APER, Cont'd

3. The **Results** criterion supports the other three rubric criteria to meet expectations. To improve the analysis of results:
 - A. Provide 5 years of trend data, if available.
 - B. Disaggregate the data by demographic, campus, topic, etc.
 - C. Describe the population and sample size, if appropriate.

4. **Use of Results:** Subunits should use their evaluation results to determine specific action plans to improve administrative effectiveness in the future, as well as report past actions which impacted the current results.



Part III.

NOVA's Planning and Evaluation Timeline



Timeline

Timeframe	Action	Detail
July-August	Plan	Align expected outcomes with measures and set targets and acceptable thresholds
Fall/Spring	Implement	Collect data
		Analyze data
June/July	Evaluate	Use results to make improvements
		Submit report to the Office of Planning and Evaluation (Mid-July)
	Improve	Reassess for continuous improvement



To Do

1. Submit to OPE the Strategic Plan Map for 3 or more expected outcomes after your unit head has reviewed them. Due June 4, 2020.
2. Submit the APER by July 13, 2020



Questions?

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