Institutional Effectiveness Handbook

www.ttu.edu/progress
Introduction

Texas Tech University is fully invested in the practice of, and commitment to, institutional effectiveness (IE). The Vice Provost for Institutional Effectiveness leads IE in partnership with the Office of Planning and Assessment and Institutional Research. This IE team directs Texas Tech’s IE activities.

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Table of Contents

Introduction ........................................................................................................................... 1

Institutional Effectiveness at Texas Tech................................................................. 4
   TTU IE Structure ........................................................................................................ 4
   Institutional Effectiveness Model, the "Onion" .................................................. 4
      IE Team .................................................................................................................... 6
      IE Committees ....................................................................................................... 8
   How does Texas Tech Engage in a Comprehensive Assessment Process? .......... 8
   Why is it required? ................................................................................................. 9

Assessment of Academic Programs ........................................................................... 9
   Who is required to do it? ....................................................................................... 10
   When does Degree Program Assessment occur? ............................................. 10
   Where can I go for help? .................................................................................. 10
   When is it due? .................................................................................................. 10
   Where do I go to complete it? ........................................................................ 11
   Review Process .................................................................................................... 11

Assessment of Administrative Support Services Units and Academic and Student Support Services Units ................................................................. 11
   Who is required to do it? ....................................................................................... 11
   What is the assessment process? ..................................................................... 12
   Where can I go for help? .................................................................................. 12
   When is it due? .................................................................................................. 12
   Where do I go to complete it? ........................................................................ 12
   What is the review process? ............................................................................ 12

Assessing the Research Mission ............................................................................. 13
   Reporting Process ................................................................................................ 13

Assessing Outreach and Engagement ..................................................................... 14
   Why does Texas Tech measure Outreach and Engagement? ....................... 14
   Informing Texas Tech about Outreach and Engagement Activities .............. 14

Appendix – Assessment Exemplars .......................................................................... 16
   Academic Exemplars ............................................................................................ 16

Rubric Used: TTU Academic Assessment Report Rubric ........................................ 16

Accounting (BBA) ........................................................................................................ 16

Art Education (MAE) .................................................................................................. 16

Community, Family and Addiction Sciences (BS) ............................................... 16

Economics (BA) ......................................................................................................... 16

Institutional Effectiveness website is http://www.ttu.edu/progress
<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petroleum Engineering (PHD)</td>
<td>16</td>
</tr>
<tr>
<td>Plant and Soil Science (MS)</td>
<td>16</td>
</tr>
<tr>
<td>Special Education (PHD)</td>
<td>16</td>
</tr>
<tr>
<td>Support-Service Level Exemplars</td>
<td>16</td>
</tr>
<tr>
<td>Rubric Used: TTU ASSU Assessment Report Rubric</td>
<td>16</td>
</tr>
<tr>
<td>Support Operations for Academic Retention</td>
<td>16</td>
</tr>
<tr>
<td>Student Legal Services</td>
<td>16</td>
</tr>
<tr>
<td>RaiderReady</td>
<td>16</td>
</tr>
<tr>
<td>Appendix - Resources for Institutional Effectiveness</td>
<td>17</td>
</tr>
<tr>
<td>Appendix - Institutional Effectiveness Data Tools</td>
<td>20</td>
</tr>
<tr>
<td>Appendix – Support-Service Level Units</td>
<td>21</td>
</tr>
</tbody>
</table>

Institutional Effectiveness website is http://www.ttu.edu/progress
Institutional Effectiveness at Texas Tech
Higher education has been facing a growing market competition for students, increasing regulatory scrutiny, and diminishing capital resources. These challenges have presented a golden opportunity to more strategically organize and implement monitoring of institutional effectiveness, leveraging data, analytics, and applications to aid the institution in continuous quality improvement and internal assessment. The Institutional Effectiveness (IE) area has a strategic leadership role in implementing data-informed decision modeling, strategic planning, and resource allocation to support and enhance the success of our students and achieve the mission of Texas Tech University.

TTU IE Structure
The goal of an institutional effectiveness model, as defined by SACSCOC, “incorporates the systematic, explicit, and documented process of measuring performance against the mission of the institution in all aspects of institutional life.”

Texas Tech University’s (TTU) approach to institutional effectiveness (IE) is motivated by a commitment to continuous improvement. Texas Tech is committed to engaging faculty and staff to continually “close the assessment loop.” By “closing the loop,” we can better serve our students and ourselves by engaging in a comprehensive and responsive assessment process. Texas Tech’s IE processes are also guided by Operating Policy 10.13, which states that:

The university, including all academic programs and support operations, is engaged in an ongoing and comprehensive process of planning and assessment. All areas (divisions and colleges) and units (departments, centers, and institutes within areas) must conform to the university policies as specified in this OP.

Institutional Effectiveness Model, the "Onion"
The IE "onion" is a layered conceptual model that demonstrates the continuous cycle of improvement leading towards administrative and academic excellence. Each layer corresponds to the unit-specific cycle of continuous improvement with data integration passed to and from the various layers (see figure below).
Institutional Effectiveness at Texas Tech University consists of four components. As a process, IE has oversight from the Office of the Provost, and is facilitated by the Office of Planning and Assessment. The subsequent and operational components of institutional effectiveness are:

Oversight of IE – Oversight brings together the three subsequent components to ensure that institutional effectiveness is a systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution.

Institutional Assessment – Includes the development, facilitation, and analysis of academic and support service-level unit assessments, strategic planning analysis using the institutional database, and ongoing analysis of student learning outcomes and operational goals for each unit.

Institutional Research - The role of data management within the IE model includes ongoing and coordinated development of institutional databases, encompassing coordination with other areas to gather information for the common data sets (Integrated Postsecondary Data Set - IPEDS), reporting to external entities such as the Texas Higher Education Coordinating Board and the Voluntary System of Accountability, course
evaluations, and Strategic Planning Key Performance Indicator (KPI) data sets.

Compliance and Accreditation - The compliance aspect of the IE model includes the ongoing coordinated oversight of institutional compliance with SACSCOC and THECB policies and procedures through active leadership in reaffirmation efforts, programmatic accreditation, faculty credentialing, institutional budgeting, and strategic planning requirements.

This IE structuring fosters an efficient collaboration between existing units that already gather relevant planning and assessment information. The data management and assessment function includes the management of continued data modeling and advanced analytics through Institutional Research (strategic goals) and the Office of Planning and Assessment (academic goals), as well as close collaboration with institutional programing and system support departments. This structure allows Texas Tech to capitalize on existing resources and infrastructures in the context of critical information resources necessary to measure, evaluate, communicate, and enhance institutional effectiveness by engaging the administration, academic leaders, institutional service providers, and stakeholders in the process of planning, assessment, and alignment of institutional goals, objectives, and strategies based on performance.

IE Team

The IE team is headed by the Vice Provost for Institutional Effectiveness who directly reports to the Provost and Senior Vice President. The team includes the Office of Planning and Assessment (OPA), Institutional Research, and the Office of Accreditation and Compliance. Texas Tech University manages the assessment documentation process under the IE team:

Office of Planning and Assessment:

- Director of the Office of Planning and Assessment collaborates closely with the Vice Provost for Institutional Effectiveness to ensure that the office meets the Provost’s expectations for compliance with CR 2.5, CS 3.3.1.1, CS 3.3.1.2, CS 3.3.1.3, CS 3.3.1.4, and CS 3.3.1.5.
- Associate Director maintains functional, day-to-day oversight for CS 3.3.1.1, CS 3.3.1.2, CS 3.3.1.3, CS 3.3.1.4, and CS 3.3.1.5.
- Senior Administrator for Faculty Credentialing ensures that all instructors of record report and maintain their instructional credentials in DigitalMeasures. DigitalMeasures is the platform of record for faculty credentialing data.
- Senior Administrator for Student Learning ensures that all degree program coordinators report evidence of assessment activity on an annual basis.
• Senior Administrator for Student Learning works with faculty members to document actionable assessment data, and that assessment data are used to make improvements to student learning.

• Administrator for Institutional Assessment ensures that all academic, administrative, and student support service units report evidence of assessment activity on an annual basis.

• Administrator for Institutional Assessment collaborates with unit directors to create individualized outcomes and assessment methods that adequately measure data, which is then used to identify areas of improvement.

Institutional Research

• Assistant Vice President develops, designs, conducts, and reports advanced analytics at the institutional level, collaboratively working with major areas and divisions.

• Managing Director manages the reporting function, including all major regulatory, accreditation, THECB, and a catalog of national surveys, including Carnegie and US News and World Report.

• Advanced Analytics Team supports the data modeling and reporting.

• Data Collection and Surveying Team supports data collection, maintenance, display, and analyses in support of institutional goals.

• Student Data Modeling Team supports the authoritative analyses concerning student data, reporting display, and analyses.

• IPEDS Team specifically focuses on the collection, comparative analysis, display, and reporting for IPEDS data.

Office of Accreditation and Compliance

• The Office of Accreditation and Compliance is a shared responsibility led by the Office of the Provost.

• The institution-level SACSCOC Reaffirmation of Accreditation is a continuing process that requires ongoing activity. While the ten-year Reaffirmation of Accreditation process and the Fifth Year Interim Report preparation are the most significant activities within the reaffirmation cycle, the success of these initiatives relies on a number of compliance activities, such as timely substantive change notifications, working appropriately with the Texas Higher Education Coordinating Board, annual operating policy and procedure audits, campus notifications of changes in SACSCOC expectations, maintenance of various accreditation bodies across campus, and annual review of assessment reports.
IE Committees
Faculty and staff engagement in the IE process is essential for a continuous improvement culture. IE subcommittees for academic and non-academic units serve to provide local expertise and feedback to the respective departments/units/offices as well as provide cross-fertilization of ideas and practices. A university-level IE committee serves in an advisory capacity to the Provost regarding IE-related matters. The Committee provides leadership in reviewing and making recommendations for the IE processes of programs and units to the IE team.

How does Texas Tech Engage in a Comprehensive Assessment Process?
Traditionally, assessment in American higher education has “come from many angles—from legislators, business leaders, foundations, and policy makers,” (Arcario, Eynon, Klages & Polnariev 2013). However, Texas Tech’s ethos of institutional effectiveness does not derive from a place of accountability, but rather an approach that improves student learning, supports institutional improvement, and advances faculty’s commitment to academic assessment.
First, the Office of Planning and Assessment analyzes student learning gains to deepen learning across the institution. By the first Monday in October, degree program coordinators at Texas Tech report their assessment findings and analysis in TracDat. To “close the loop,” Office of Planning and Assessment staff provide substantive and constructive feedback about each academic degree program’s assessment findings by January 31 of the same year. Again, Texas Tech’s institutional effectiveness efforts are comprehensive and responsive.

Second, the Office of Planning and Assessment analyzes the contributions of support service level units in support of the University’s commitment to continuous improvement. These units must provide annual assessment results to show the extent to which they have achieved their unit’s outcomes.

Third, the Office of Planning and Assessment requires all instructors of record to report their instructional credentials in DigitalMeasures. Additionally, instructional faculty report their scholarly contributions and activities in DigitalMeasures on an annual basis.

**Why is it required?**

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that degree program assessment occur as part of its Principles of Accreditation. Comprehensive Standard 3.3.1 states: *The Institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas*

- *3.3.1.1 educational programs, to include student learning outcomes*
- *3.3.1.2 administrative support services*
- *3.3.1.3 education support services*
- *3.3.1.4 research within its education mission, if appropriate*
- *3.3.1.5 community/public service within its educational mission, if appropriate*

**Assessment of Academic Programs**

Assessment tells us what and how well our students are learning. Assessment is an ongoing process in which faculty and administrators determine what knowledge and skills students should be learning. Part of the assessment process is to create deliberate, measurable objectives about student learning. These objectives are commonly referred to as student learning outcomes (SLOs).

The assessment process is data-driven and involves developing and implementing a plan to determine to what extent SLOs were achieved (it is acceptable for a SLO to not be met in a given assessment cycle). A well-developed assessment plan includes a variety of means of assessment.
for each SLO, and review and evaluation of assessment results to determine the impact on student learning.

Who is required to do it?
All academic degree programs at Texas Tech are required to assess student learning on an ongoing basis. Assessment is not the responsibility of any one faculty member or administrator within a degree program, but is the responsibility of all of the faculty, administrators, and staff for the degree program. Please see OP 10.13 for more information http://www.depts.ttu.edu/opmanual/OP10.13.pdf.

Every Texas Tech degree program is required to demonstrate, through data-driven research and assessment, a continuous cycle of improvement that contains the following components:

- Three to five (typically) student learning outcomes (SLO)
- Two assessment methods per SLO, with a balanced approach of direct and indirect assessment methods
- Uploading of assessment per the program’s rotation schedule
- Developing of action(s) for improvement, where relevant
- Follow-up action(s) that documents the effect on SLOs from previous action(s) for improvement

When does Degree Program Assessment occur?
As assessment is an ongoing process, degree programs should be engaged in assessment throughout the academic year. This does not mean that faculty and administrators need to meet weekly or crunch assessment data daily (unless they want to). When we say that assessment is an ongoing process, we mean that in any given academic year, degree programs should be: reviewing and revising student learning outcome statements as needed, collecting and analyzing assessment data to make inferences about student learning in relation to each learning outcome, and using results to make adjustments to the degree program to increase student learning. Please refer to the TTU Degree Program Assessment Handbook (http://www.depts.ttu.edu/opa/tracdat/docs/Program_Assessment_Handbook_4_13_2015.pdf) for more information on degree program assessment processes.

Where can I go for help?
Office of Planning and Assessment - OPA has experts in IE that can help with all steps of the assessment cycle.

Institutional Research - IR has experts that can help with data analytics and statistics for meaningful assessment results.

When is it due?
The Office of Planning and Assessment requires that each degree program submit assessment plans and evidence for the previous academic year by October 1st into the TracDat system. Please
refer for the Institutional Effectiveness Progress Portal website (http://www.ttu.edu/progress) for more information on deadlines.

Where do I go to complete it?
Texas Tech uses a web-based assessment management system called TracDat. TracDat is accessible online, and requires you to enter your eraider name and password to sign-on. Face-to-face training sessions are offered monthly at the Teaching, Learning, and Professional Development Center (TLDPC) located on the 1st floor of the TTU library. To register for a class, please click here: http://events.tlpd.ttu.edu/View/Member/ShowAllEvents.aspx. The Office of Planning and Assessment is also willing to schedule individual training sessions at your convenience.

Review Process
The University-level IE Committee, along with the Office of Planning and Assessment, will review each program’s assessment plan and evidence in TracDat in the spring of each academic year. During the review, assessment evidence will be evaluated on quality and completeness. The Office of Planning and Assessment staff will share the committee’s feedback with department chairs each spring. Programs will have the opportunity to make changes based on feedback for the subsequent academic year.

Assessment of Administrative Support Services Units and Academic and Student Support Services Units
Consistent with CS 3.3.1.2 and CS 3.3.1.3, support-service level units are non-academic departments that also must demonstrate their contributions toward the institutional strategic plan, internal quality assurance assessment, and overall institutional effectiveness. Continuous improvement reporting helps to ensure that components of the institution, which have a direct or indirect impact on student learning, are aligned with the student-learning focus of the institution.

Who is required to do it?
Texas Tech University defines support service level units as units whose primary responsibility is to serve the Texas Tech community as a whole. While this definition could effectively include every administrative unit across campus as each department makes its own contribution to the institutional mission, the focus is placed on units that possess a student-oriented purpose. These units are located within Administration & Finance, Auxiliary, Student Affairs, Undergraduate Education, and Institutional Diversity, Equity & Community Engagement.

Every support-service level unit is required to demonstrate, through data-driven research and assessment, a continuous cycle of improvement that contains the following components:

- Identification of expected outcomes/goals specific to each office/unit

1 For a list of support-service level units refer to the appendix
- Assessment of the outcomes/goals with appropriate measures to determine the extent to which the outcomes/goals were achieved
- Data analysis to determine actions for improvement
- Evaluation of the actions for improvement in subsequent assessment cycles
- Documented follow-up actions that also provide evidence of implemented improvement strategies

**What is the assessment process?**

Support-service level units are identified by the institution and must provide annual operational outcomes that are specific to their individual unit’s goals and processes. As stated in SACSCOC Comprehensive Standard 3.3.1, the institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in areas that provide administrative and educational support.

Outcome-based assessment information is provided by each unit to show how outcomes are being effectively measured and thresholds are being achieved. Results and areas of improvement are then identified through this process along with the means to implement changes for improvement. The non-academic assessment process is one of continuous improvement and the “closing the loop” approach provides evidence that assessment processes are in place.

**Where can I go for help?**

Office of Planning and Assessment - OPA has experts in IE that can help with all steps of the assessment cycle.

Institutional Research - IR has experts that can help with data analytics & statistics for meaningful assessment results

**When is it due?**

All support-service level reports are due by September 1. Each director will be sent a REDCap survey link by June 1 to complete their annual continuous improvement report. Please refer to the Institutional Effectiveness Progress Portal website (http://www.ttu.edu/progress) for more information on deadlines.

**Where do I go to complete it?**

Each director will be sent a REDCap survey link to complete their annual continuous improvement report. Office of Planning and Assessment staff will email the survey link to directors by June 1.

**What is the review process?**

Support-service level units must provide annual assessment results to show the extent to which they have achieved their unit’s outcomes. Units have the option of reporting assessment data based on calendar year or academic year. All continuous improvement reports are due
Assessing the Research Mission
Assessing TTU’s research activities is an essential component of institutional effectiveness. As required by Comprehensive Standard 3.3.1.4, TTU must identify expected outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results for research within its educational mission.

Texas Tech University has identified the importance of expanding research and creative scholarship within its 2010-2020 strategic plan, Making It Possible. This third strategic priority seeks to, “significantly increase the amount of funding and non-funded research and creative scholarship to advance knowledge, improve the quality of life in our state and nation, and enhance the state’s economy and global competitiveness” (Making It Possible, 2010). The measurement for Priority Three is measured by total research expenditures per faculty full-time equivalent and number of funded collaborative research projects with Texas Tech University Health Science Center (TTUHSC).

SACSCOC has identified the following questions that institutions must satisfy for compliance with CS 3.3.1.4:

1. How does the institution define research within its mission?
2. Has the institution articulated its research outcomes in relation to its mission?
3. How are expected outcomes clearly defined in measurable terms?
4. What is the evidence of assessment activities for research?
5. How are periodic reviews used for improvement of effectiveness?
6. How does the institution’s use of assessment results improve research?
7. What assessment instruments were used and why were they selected?
8. Were multiple assessment methods used? If so, describe.
9. If the institution used sampling, why were the sampling and findings an appropriate representation of the institution’s research mission?
10. How does the faculty’s research and scholarship contribute to and benefit the institution’s research mission?
11. How does research contribute to the intellectual mission of the institution?

Reporting Process
To provide adequate evidence for Comprehensive Standard 3.3.1.4, and to support the institutional effectiveness mission of the institution, all TTU Centers and Institutes, as well as the Office of Research Services, must annually report research activities.
Assessing Outreach and Engagement
Texas Tech University’s 2010-2020 strategic plan, Making It Possible, includes outreach and engagement as a cornerstone of the university’s community and public service with Strategic Priority Four: Further Outreach and Engagement. It is important that Texas Tech faculty and staff report any outreach and engagement activity performed in conjunction with Texas Tech resources, including a time commitment of faculty, students and staff, and/or community events utilizing the Texas Tech University name. Texas Tech University uses the Carnegie Classification for defining outreach and engagement. Community Engagement describes collaborations between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Engagement occurs when faculty or staff members’ research, teaching, administrative, or service activities significantly engage their scholarly or professional expertise with communities and/or organizations outside the university with the direct goal of improving outcomes for those who live and work in them. Engagement between university and community members can take several different forms.

Why does Texas Tech measure Outreach and Engagement?
The Southern Association of College and Schools Commission on Colleges (SACSCOC) requires that institutions identify expected outcomes of community/public service and assess the institutional effectiveness in achieving those outcomes.

3.3.1.5 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: Community/public service within its mission, if appropriate

In addition, Texas Tech University’s 2010-2020 strategic plan, Making It Possible, Strategic Priority Four, Further Outreach and Engagement, seeks to “…expand our community outreach, promote higher education, and continue to engage in partnerships to improve our communities and enrich their quality of life”

Making It Possible identifies four metrics to achieve Strategic Priority Four:

1. Total non-Texas Tech University attendees and participants in TTU outreach and engagement activities
2. K-12 students and teachers participating in TTU outreach and engagement activities
3. Total funding generated by TTU institutional and multi-institutional outreach and engagement activities
4. Data derived from the Lubbock County economic development and impact report.

Informing Texas Tech about Outreach and Engagement Activities
Raiders Engaged is a new instrument that will be used to record Outreach and Engagement efforts. Raiders Engaged is a collaboration between the Office of Planning and Assessment
(OPA), Institutional Research (IR), and Engaged Research and Partnerships (ER&P). Data are supplemented by faculty information entered into an online survey.

OPA and ER&P will analyze data and create a comprehensive report of findings, which are then published as part of the institution’s annual strategic planning reports. In January of each year, individual’s information will then be uploaded into DigitalMeasures for the faculty to include as part of the institution’s annual faculty review process.
Appendix – Assessment Exemplars

Academic Exemplars
The following hyperlinks provide examples of degree program exemplars at Texas Tech University. Each hyperlinked report contains annotated comments explaining why the degree program is successfully documenting its assessment evidence.

Rubric Used:  TTU Academic Assessment Report Rubric

Accounting (BBA)
Architecture (BS)
Art Education (MAE)
Community, Family and Addiction Sciences (BS)
Economics (BA)
Petroleum Engineering (PHD)
Plant and Soil Science (MS)
Public Relations (BA)
Special Education (PHD)

Support-Service Level Exemplars
The following hyperlinks provide examples of support-service exemplars at Texas Tech University. Each hyperlinked report contains annotated comments explaining why the unit is successfully documenting its assessment evidence.

Rubric Used:  TTU ASSU Assessment Report Rubric

Support Operations for Academic Retention
Student Legal Services
RaiderReady
Appendix - Resources for Institutional Effectiveness


Institutional effectiveness is an information-based decision-making model wherein the data gathered through organizational learning activities is used for quality improvement. Specifically, it refers to the ongoing process through which an organization measures its performance against its stated mission and goals for the purposes of evaluation and improvement. The term was first used to describe activities related to accreditation in the 1980s and is now a crucial component of the accreditation process, as well as the fundamental factor in accountability and performance funding in higher education.


This article is primarily focused on the processes and practices typically included in institutional effectiveness. According to the author, all six regional agencies require colleges and universities to identify and address ways all college units assist in creating an environment conducive to and in support of learning. As the author describes, “institutional effectiveness is a way colleges keep their finger on the pulse of student needs and their eye on institutional quality” (pg.21). Acknowledging that the accreditation process is massive and overwhelming, the article recommends the implementation of Institutional Effectiveness Committees (IEC), in order to effectively ensure participation and responsibility across the institution. This reading outlines the roles and responsibilities of the IEC as well as providing steps to begin IE, for example, communicating the purpose of IE to faculty and staff or providing professional development on the concept of IE. According to the article, when an IE model is created to fit and support the culture and priorities of the institutions, “transformation can occur” (pg. 21).


This collection of seven essays from the Stanford Forum for Higher Education Futures focuses on how downsizing, quality management, and reengineering have are affecting higher education. An introductory paper, "Introduction: Change in Higher Education: Its Effect on Institutional Performance," (Joel W. Meyerson and Sandra L. Johnson) notes that measuring institutional performance involves new approaches to assessment, accountability, cost-effectiveness, and institutional adaptability. "Measuring Performance in Higher Education" (Robert H. Scott), stresses the need for measurement to be an integral part of the goal-setting process of any institution. "Measuring Performance: How Colleges and Universities Can Set Meaningful Goals and Be Accountable" (William F. Massy) offers ideas for evaluating quality and analyzing quantitative benchmark data to


This book helps colleges and universities respond to the increasing pressures for accountability by giving them the tools to demonstrate institutional effectiveness. The author is in a unique position to help his colleagues, since he comes at the topic from multiple perspectives, being both a leading practitioner and researcher: Assistant VP for Institutional Research and Planning at his university, director of a national research project on costs of instruction, as well as Vice Chair of an accreditation agency. While many books address the issue of assessing student learning outcomes, this book provides expert guidance for assessing and promoting institutional effectiveness in supporting student learning.


This book guides administrative and educational support (AES) staff through formulation of administrative service objectives, to identification of means of assessment, as well as primary and secondary criteria for success, and ultimately to using the results of assessment activities to improve services. Among the AES units for which the authors provide examples of the process are the Office of the Registrar, the Library, the Career Center, and the Accounting Department.


This book examines assessment practices in higher education and offers suggestions on developing assessment programs, carrying them out, and using the results to improve academic programs. Examples from all types of institutions are used to illustrate various assessment activities. Chapter 1 presents six assessment essentials; developing learning goals and objectives; planning for assessment; involving faculty, staff, and students; selecting and designing methods; reporting and using results; and assessing the assessment program. Chapter 2 offers a discussion on developing learning goals and
objectives and a description of assessment planning. Chapter 3 suggests ways to encourage faculty and student involvement in assessment. Chapter 4 contains background information on selecting and designing instruments, with an emphasis on careful articulation of selection criteria. Chapters 5 through 7 offer additional information about various assessment techniques, including performance assessment, collecting classroom assessment information, and using focus groups and other qualitative methods. Chapters 8 through 10 apply the information presented about process to particular situations, such as determining if students are ready for the workplace or further education. Chapter 11 discusses reporting and using assessment information, and Chapter 12 discusses making choices.


As all regional accrediting agencies require higher education institutions to demonstrate a commitment to ongoing improvement, this article discusses the advantage internal benchmarking gives colleges and universities in order to accomplish this. According to the author, internal benchmarking “objectively locates performance measures, studies processes, and closes the loop by applying transferable aspects of a successful program to others” (pg. 17). The article outlines the process of internal benchmarking, stating that the procedure begins with the identification of critical areas in need of improvement. In order to conduct an internal benchmarking study the four major steps include: (1) planning the study, (2) collecting information, (3) analyzing information, and (4) implementing change. Through this process, benchmarking allows institutions to identify best practices within its own organization, so that those practices can be transferred and adopted by areas in the institution that need improvement.


In this article, institutional effectiveness is defined as “a process by which the institution gathers and analyzes evidence of congruence between its stated mission, purposes, and objectives and the actual outcomes of its programs and activities” (pg. 17). The authors describe a model of “implementation effectiveness” as salient to successfully implement and sustain institutional effectiveness initiatives in institutions of higher education. This model has great utility for administrators, faculty, and staff as they grapple with efforts to implement and sustain institutional effectiveness activities by providing a framework to evaluate the relative importance of potential barriers.
### Appendix - Institutional Effectiveness Data Tools

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<tr>
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<tr>
<td>Academic Analytics</td>
<td>Contact Office of the Provost</td>
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<td>Ad Astra – Course Scheduling Data</td>
<td>Contact the Registrar</td>
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<td>College Metrics Dashboards</td>
<td>Contact Institutional Research</td>
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<tr>
<td>Cognos</td>
<td>Cognos.texastech.edu</td>
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<tr>
<td>Digital Measures</td>
<td>Contact Office of Planning and Assessment</td>
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<tr>
<td>EAB – Student Success Collaborative</td>
<td>Contact Division of Undergraduate Education</td>
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<td>InStores – Research Data</td>
<td>Contact the Office of Research Services</td>
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<td>TracDat</td>
<td>Contact Office of Planning and Assessment</td>
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<td>TTU Fact Book</td>
<td><a href="http://www.irim.ttu.edu">www.irim.ttu.edu</a></td>
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<td>TTU Trends</td>
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# Appendix – Support-Service Level Units

Administrative Support Service Units (SACSCOC 3.3.1.2)

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<thead>
<tr>
<th>Responsible Senior-Level Executive</th>
<th>Texas Tech University Unit</th>
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<tbody>
<tr>
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<td>Budget and Resource Planning and Management</td>
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<td>Provost &amp; Senior Vice President</td>
<td>Information Technology</td>
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<tr>
<td>Chief of Staff/Assoc. Vice President for Administration</td>
<td>Communications &amp; Marketing</td>
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<tr>
<td>Senior Associate Vice President for Enrollment Management</td>
<td>Admissions</td>
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<tr>
<td>Senior Vice President for Institutional Diversity, Equity &amp; Community Engagement</td>
<td>Registrar</td>
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<tr>
<td>Senior Vice President for Research</td>
<td>Office of the Vice President for Research</td>
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**Academic & Student Support Service Units (SACSCOC 3.3.1.3)**

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<tr>
<th>Responsible Senior-Level Executive</th>
<th>Texas Tech University Unit</th>
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<tr>
<td>Vice Provost for Undergraduate Education &amp; Student Affairs</td>
<td>Academic Testing</td>
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<td>Center for Active Learning and Undergraduate Research</td>
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<td>Office of Community College and Transfer Relations</td>
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<td>Dean of Libraries</td>
<td>University Libraries</td>
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