

APPRAISAL AND PROJECTION: *The Most Important Parts*

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Self-Study Workshop
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Adapted for CCRI use



START WITH THE HEART

Self-study = study

- Useful
- In-depth
- Distinctive, unique to you
- How to improve
- Next steps: follow-up from the study

DON'T LEAVE THE MOST USEFUL ACTIVITY TO THE END! *CCRI is now ready to project where we want to be in the next 5-10 years!*

APPRAISAL = *analysis*

- What are our strengths? *Can we identify CCRI's strengths within each Standard?*
- Where do we need to improve? *We have identified our areas needing improvement.*
- Evidence -- ***NOTE EMPHASIS ON EVIDENCE***
 - How do we know ...?
 - What story do our numbers tell?
 - What are our trends?
 - How do we compare to our peer institutions?
- Reflecting on learning = institutional effectiveness
 - Why do we do it this way?
 - What have we experimented with?
 - What surprises have occurred?
 - What did we learn the last time we tried XXX?
- Candor demonstrates institutional strength, credibility

SAMPLE APPRAISAL EXCERPTS PUBLIC DISCLOSURE:

STRENGTHS:

- Our publications are high quality and are regularly reviewed for accuracy by a committee including representatives from admissions, marketing, faculty, and students. . . .
- A recent survey indicates that most community members get their information from the College website, which can be quickly updated with new policies and information about different curricular and co-curricular options at various campuses. . . .
- The College publishes information about retention and graduation rates on the website, along with educational goals for each program. . . .

SAMPLE APPRAISAL EXCERPTS

(cont'd.)

CHALLENGES:

- Audited financial information can be difficult to obtain since it is not distributed beyond the senior management team. . .
- There is a disparity between printed publications and the College website. Catalogs are printed on a 2-year cycle; they have out-of-date fee schedules every other year. . .
- The College has not yet calculated the average amount of student debt upon graduation. Indeed, there is a good deal of campus debate on how to determine such a number. . .

PROJECTION = *planning*

- Relates directly to Appraisal section
- Institutional commitments to
 - Maintain strengths
 - Address areas identified for improvement
- Planned follow-up from self-study
- Your “To-Do List”

MAKE PROJECTIONS REAL

- **WHAT:** specific, realistic, achievable
- **WHO:** assigned to person, committee
- **WHEN:** near future, time-limited, spread out

INEFFECTIVE PROJECTIONS

- ***Self-advice***
 - The institution should conduct regular faculty and staff evaluations.
- ***Empty platitudes***
 - The College will play an important role in the community.
- ***Departmental advocacy***
 - XXX department must have more staff.
- ***Past tense***
 - The Board held a retreat to evaluate its effectiveness.
- ***Passive voice***
 - The plagiarism policy may be assessed through continued use.
- ***Vague hopes***
 - The University will decide if more coordination would be beneficial.

What are the weaknesses here?

- Faculty need greater awareness of outcomes assessment.
- Improvements in planning have come from coordinated efforts by faculty, administration, and the Board.
- A mechanism is needed to ensure that students regularly see their advisors.
- Arts and Sciences may need to expand staffing to address student preparedness issues.

Weaknesses? (cont'd.)

- Consistency and clarity of College procedures must be improved.
- Evaluation will continue to be a cornerstone of our culture.
- Efforts are under way to increase student involvement at branch campuses.

Better examples

- **Conduct a formal evaluation of our marketing and public relations efforts and determine what strategies have been the most successful in enhancing the visibility of the college. (*Director of Communication and Marketing, Institutional Research, Director of Outreach, FY 07 and FY 08*).**
- **Develop new guidelines for faculty hiring, development, recognition, and evaluation. (*Associate Dean of Faculty with Director of Enrollment Management and Faculty Coordinators, FY 07-08*).**

Better examples (cont'd.)

- **Create an inventory of all practices that exist at the college to evaluate teaching. This will provide a baseline of current assessment activity that will inform planning for future faculty development related to assessment. (*Associate dean of faculty, faculty coordinators, FY07*)**
- **Assess the validity of Accuplacer in determining student preparedness (*Associate Dean of Academic Resources, FY07*).**

Better examples (cont'd.)

- **Expand training and education programs for faculty, staff, and students in areas related to academic and institutional integrity. (*Ad Hoc Committee on Integrity: recommendations S07, implementation 07-08, evaluation and adjustment as necessary F09*).**
- **Implement Phase I and II of administrative reorganization plan and develop a means to evaluate its effectiveness on an annual basis. (*FY 07 Executive Committee*).**
- **Create Bylaws that will result in a more representative form of internal governance. (*FY 07 Ad Hoc Bylaws Committee*).**

EXERCISE:

- Get together with your team.
- Use your cards as “appraisals.”
- Write realistic projections for your appraisals
- Private to your group; no need to share.

What makes projections difficult?

- Human nature (do we have to commit?)
- Inertia
- Time
- Funding
- Politics
- Authority

What makes projections fun?

A decorative graphic on the left side of the slide consists of a light green square at the top left, a white rounded rectangle below it, and a dark blue horizontal bar extending across the width of the slide below the white rectangle.

CONCLUSION

- Try this at home
- Good way to engage community
- Helps focus committee discussions
- Put emphasis where it belongs – on study
- **Demonstrate institutional effectiveness**
(using analysis to improve)

Updated Data First Forms (example)

Standard 7: Library and Other Information Resources

(Information Technology)

3 Years Prior	2 Years Prior	Most Recently Completed Year 1 Year Prior	Current Year* (actual or projection)	Next Year Forward (goal)	
(FY 2009-2010)	(FY 2010-2011)	(FY 2011-2012)	(FY 2012-2013)	(FY 2013-2014)	