Fun with Unit Goals

October 2017

Institutional Effectiveness

Mission → Directive Goals → Unit Goals

What's the Point?

- Data-driven improvements for the institution

- Internal accountability (achieving the mission)

- External accountability (SACSCOC, ACCS, Perkins, etc.)

Continuous Improvement

How to Set Goals

- Read your **unit's purpose or mission** which is printed on the Unit Goals Form for your unit. (OIPA Shared Folder→Unit Goals). If you think this purpose statement needs to change, let me know.

- Read the college's Directive Goals

- Think about how your unit can help the college achieve its Directive Goals and mission within your unit's purpose.

- Think about what needs to be improved within your unit.

- Set 2-5 Unit Goals for 2017-2018.

Tips for Setting Goals

- The Unit Goals must be measurable.

- The Unit Goals should address the Directive Goals as much as possible. If you are a non-curricular unit, it may be harder to address all, if any, of the Directive Goals. In that case, make sure your unit goal is about improving your unit and the college in some way.

- The Unit Goals do NOT have to be some weird, new thing that your unit does every year. Again, reflect on the purpose of your unit. Set some Unit Goals that can be pursued for two or three years. There is no reason that you need to rewrite/change your Unit Goals every year. Remember, the Unit Goals are about making improvements in the unit and in the college.

- Continuity is important!

More Tips

- Be as specific as possible with your goal so that it is easy to set the method of assessment and determine the results.

  - Graduation rates: Improve completion rate by 5% in the XYZ Program. What time frame? Which cohort? Which credentials? The answers to these questions will determine the assessment method.

  - Job placement goals: Increase the employment rate of students by 5%. Any job or in-field? Graduates or anybody in the program? The answers to these questions will determine the assessment method.

  - Retention goals: Increase the retention rate to 75% in the XYZ Program. Fall-to-fall? Fall-to-spring? For majors or anybody in those courses?

- Curricular units (outside of CTE and nursing) should use, at a minimum, the suggested unit goals provided by OIPA.

- Any changes in program learning outcomes and their assessments must be approved by the Curriculum Committee.

Assessment

- How will you determine if you have achieved your outcome?

- Be as specific as possible with your goal so that it is easy to set the method of assessment and determine the results.

- Learning Outcomes Goals/Assessments: These goals should have a benchmark and a level of acceptability.

  - Example: The learning outcome of the Underwater Basket Weaving Program is that students will be able to create a big basket. The assessment is a final project in Underwater Basket Weaving 292 (UBW 292).

    - Benchmark—The student must score 75% on the basket weaving rubric in order to achieve the goal.

    - Level of acceptability—How many students do you want to make a 75% or higher? 50%? 75%? 100%

    - Assessment: At least 75% of all students in UBW 292 will score a 75 or higher on the final basket weaving project as measured by the basket weaving rubric.

Do Something

- Once your goal and assessments are set. Do something to achieve your goal.
- THIS PART IS **NOT** REPORTED ON THE UNIT GOALS FORM.

Results

- At the end of the year or at the end of your specified timeframe, conduct your assessment. What are your results?

- Was the outcome met or not met?

- For Program Learning Outcomes: Don't be surprised by the "traditional," "distance education," "off-campus dual enrollment," and "total" lines.

Discussion and Planning

- Discuss the results with your unit colleagues.

- What do the results mean?

- What can you do to improve?

- What can you do to make the unit better?

- THIS PART IS **NOT** ON THE UNIT GOALS FORM.

Improvements

- Always use PAST tense when completing this column. You MADE the improvement after the discussion/planning phase.

- If you did not meet your goal, you should not say "continue" to do something in the improvement column. Obviously, the thing you are continuing didn't work, or you would have met your goal.

- Make sure that the improvement is based on the actual results. For example, if your goal was to award a certain number of degrees, do not convert that to a percentage and say you met a goal that did not exist.

- If you did meet your goal, you should raise the level of expectation for the next year. For example, if you wanted the retention rate to be 75% and it was 80%, then the next years goal should be higher than 80%. This is the improvement that you would put in the last column.

- (Especially for learning outcomes) If you are getting 100%, there are three things you can do:
  - Set a higher benchmark.
  - Make the assessment more difficult.
  - Set a new learning outcome.

- You can not continually get 100% without setting a new outcome! Remember, this process is about improvement. It is not about "showing off." Setting a new outcome or changing the benchmark is the improvement that goes in the last column.

Examples of Improvements

Outcome	Assessment	Results	Improvements
100% of students will complete the program. (culinary arts)	Completion rates for the program will be tracked through the database software. The fall cohort of new students will be tracked after 150% of time.	11 out of 16 (69%) successfully completed the program	Outcome was not met. Based on these numbers, the faculty decided to add a complete an overview of the program and program requirements during an orientation of the Culinary Arts program. In addition, to enhance the lab experiences and instructional techniques for the program, the chef instructor made the following improvements:
Faculty average scores on their evaluations will be 3.0 or higher. (eLearning program)	Faculty evaluation rubric	All evaluations were conducted, and no average score was found below 3.0.	This outcome was met. The evaluation instrument was reviewed by the eLearning Coordinator and the division chairs for any needed changes for the next evaluation cycle and an increase in the probation score was suggested with the next year's goal changing to 3.5.
The (Learning) Center will serve 60% of (the college's) students each semester.	Student visits will be recorded in Tutor Trac and a usage report for each semester will be compiled.	Fall 2015 – 68.8% of the students were served Spring 2016 – 69.7% of the students were served	Benchmark was met. To improve the results for this outcome, the Director of Student Learning made the decision to notify all faculty of services offered through the Center of Learning for the fall and spring semesters.
The Office of Student Services will ensure a safe living environment on campus for students, faculty and staff.	Resident Hall Evaluation Personal Inspection by Vice-President of Student Services, Campus Police, Maintenance Supervisor and Residence Hall Directors	Inspection of the residence halls indicated a need for some minor repairs and renovations to men's and women's residence halls.	After analyzing data results, Student Services made the following improvements were made in the residence halls: Performed minor repairs/renovation to men's and women's residence halls such as: Spot painting in needed areas; Purchased new mattresses; Replaced outdated fire detectors; Inspected all mechanical systems; Cleaned rooms and repaired any damaged hardware in each room

OIPA Shared Folder

- If you do not have the OIPA Shared Folder on your desktop, please take an instruction sheet with you.

QUESTIONS?

Now take some time to

1. Look at the 2016-2017 IMPROVEMENTS Column.

   - Do you say "continue" to do something?

   - Is it in the past tense?

   - After reviewing the IMPROVEMENTS column, please make any necessary changes in the 2016-2017 form in the OIPA Shared Folder by Friday, October 13. Then, email to let me know that the change has been made.

2. Look at the new goals that you have set for 2017-2018 (if you have completed them).

   - Are the goals appropriate?

   - Do they reflect changes based on last year's results (if applicable)

   - Revised (or done for the first time) 2017-2018 unit goals are due to me by Friday, October 13!

3. How can I help?