



Fun with Unit Goals

October 2017

Institutional Effectiveness





What's the Point of Institutional Effectiveness?

- ▶ Data-driven improvements for the institution
 - ▶ Internal accountability (achieving the mission)
 - ▶ External accountability (SACSCOC, ACCS, Perkins, etc.)
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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.
 - ▶ What time frame are you talking about?
 - ▶ What cohort are you talking about?
 - ▶ What do you REALLY want to improve?



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.
- ▶ Make sure your assessment is REALLY determining if you meet your goal.



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?
- ▶ Put the results/numbers in the third column of the Unit Goals Form.
- ▶ Was the outcome met or not met?



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. (Even if it is something that you have to do throughout the year, put the improvement in PAST tense!)**
- ▶ 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.
- ▶ If you **did not** meet your goal and you want to continue the same goal into the next year, describe what changes you have made that will help you meet the goal next year. (Remember, this may be something that you have to work on throughout the year, but put it in past tense anyway!)
- ▶ If you **did** meet your goal and you want to continue to use the same unit 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%. The improvement that your put in your last column is that you have raised the benchmark and what you have put into place to improve.
- ▶ If you **did** meet your goal and you do NOT want to continue to use the same unit goal, you should simply state how meeting this goal has benefited your unit and/or the college.

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



Homework



1. Look at the **2016-2017** IMPROVEMENTS Column.
 - ▶ If you did not meet the goal, do you say “continue” to do something in the improvements column? If so, change it to an improvement of some kind.
 - ▶ Is everything in the improvements column in the past tense? If not, please fix it.
2. Look at the new goals that you have set for **2017-2018**.
 - ▶ Are the goals appropriate? Do they reflect the Directive Goals, if possible?
 - ▶ Do they reflect changes based on last year's results? For example, if you have the same retention goal as last year, is the benchmark