Institutional Effectiveness (IE) Map
Administrative Unit Guide

Student Learning
Outcomes Assessment
http://www.rit.edu/outcomes
Table of Contents

Institutional Effectiveness Overview .......................................................................................................................... 1

RIT’s Strategic Plan ..................................................................................................................................................... 2

1. Clearly Define Your Charge/Mission .......................................................................................................................... 2

2. Develop Measureable Administrative Unit Outcomes/Objectives ............................................................................ 3

3. Identify Data Sources, Unit Activities, and Methods of Measurement ....................................................................... 4

4. Set Benchmarks or Standards ..................................................................................................................................... 6

5. Identify the Timeline and Person(s) Responsible ..................................................................................................... 7

6. Use the Results to Improve and Inform .................................................................................................................... 7

Appendix A. Institutional Effectiveness Map Template .................................................................................................. 9

Appendix B. RIT Mission and Vision ............................................................................................................................ 10

Appendix C. Action Verbs for Outcomes/Objectives Statements ......................................................................................... 10

Appendix D. Glossary .......................................................................................................................................................... 10
Institutional Effectiveness Overview

Institutional effectiveness is the systematic and ongoing process that answers the overarching question: **how well are we achieving our mission and goals?** The assessment of institutional effectiveness essentially involves a methodical, explicit, and documented comparison of institutional **performance** to institutional **purpose**.

RIT has made significant progress developing the core elements needed to establish and implement an assessment process that evaluates its overall effectiveness.

**Institutional Effectiveness at RIT is characterized by six core elements:**

1. Achieving a clearly defined **mission/charge**
2. Developing **measurable outcomes/objectives** that align to the mission of the institution/division
3. Identifying **data sources or activities** for assessment of those outcomes/objectives
4. Setting **benchmarks** to help assess achievement of the outcomes/objectives
5. Identifying the **timeline and person(s) responsible** for data collection/reporting
6. **Using the results** of evaluations and assessments to improve programs and services and inform planning, budgeting, and resource allocation

**The Institutional Effectiveness Map (IE Map)** was designed to collect information from administrative units related to the core elements of institutional effectiveness (see Appendix A). Each administrative unit (administrative department or office) will develop an Institutional Effectiveness Map using their existing strategic plans, scorecard, etc. The Student Learning Outcomes Assessment Office provides support and works with administrative units to complete their IE Maps.

**Considerations...as you begin**

- The IE Map is designed to collect administrative unit information to showcase how the administrative unit supports institutional effectiveness and RIT's mission and goals.
- Select and highlight administrative unit services, programs, and activities which significantly and deliberately contribute to RIT's mission and institutional initiatives.
- IE Maps identify and support the assessment of varying levels of unit activities and are designed to be fluid and dynamic tools to promote continuous improvement.
- IE Maps should align to RIT's Strategic Dimensions, Mission, and Goals as well as RIT's Inclusive Excellence Framework.
RIT’s Strategic Plan

An institution’s strategic plan operationalizes its vision and mission to the community and its stakeholders. The RIT Strategic Plan 2015-2025, Greatness Through Difference, serves as a blueprint for the university through 2025 and is founded on five intersecting dimensions.

1. Career Education and Student Success
2. The Student-Centered Research University
3. Leveraging Difference
4. Affordability, Value, and Return on Investment
5. Organizational Agility

Review RIT’s Strategic Plan, Vision, Mission, Strategic Dimensions and corresponding Difference Makers to determine which institutional initiative maps best to each administrative unit outcome/objective. The IE Map also provides space to list Other Institutional Initiatives which may apply to your administrative unit. Be strategic in your selection. Each outcome/objective does not need to map to more than one category. Select only those areas that are most applicable to each unit outcome/objective. RIT’s 2015-2025 Strategic Plan, Greatness Through Difference, can be found at: https://www.rit.edu/president/pdfs/greatness_through_difference_long.pdf. (See Appendix B.)

The Inclusive Excellence Framework

Inclusive Excellence is a framework designed to help our campus integrate diversity and quality efforts. Applying Inclusive Excellence concepts leads to infusing diversity into an institution’s recruiting, admissions, and hiring processes; into its curriculum and co-curriculum; and into its administrative structures and practices. The goal is a cohesive, coherent and collaborative integration of diversity and inclusion into the institutional pursuit of excellence. The Framework is comprised of the following four elements:

1. Access and Success
2. Campus Climate and Intergroup Relations
3. Education and Scholarship
4. Institutional Infrastructure

The Inclusive Excellence Framework can be found at: https://www.rit.edu/diversity/dimensions-inclusive-excellence-rit

1. Clearly Define Your Charge/Mission

An administrative unit’s charge or mission is a broad statement of purpose identifying its services, programs, and contributions to the institution. The statement should be brief, approximately three to five sentences, and reflect the unit’s role within the division and/or institution, its mission and goals, and how it supports primary stakeholders. Existing statements at the unit, division, and institution should be reviewed as part of this process to determine their relevance and to enhance or revise them, as needed.
A mission statement should:

- Address aspects of the institutional vision or mission into which the unit and its activities “fit.”
- Identify and describe stakeholders, those primary groups of individuals to whom the unit provides services and/or those who benefit from the services (e.g. students, faculty, staff, parents, employers, community organizations etc.)
- Include key services provided by the unit to support institutional mission, vision, and the learning environment. Be sure to list only those services within the reporting unit over which you have control or influence.

RIT Administrative Unit Examples:

The Student Learning Outcomes Assessment Office is dedicated to engaging the RIT community around a common purpose: understanding and improving student learning. We collaborate with the campus community to establish meaningful, manageable, and sustainable student learning outcomes and institutional assessment practices.

The mission of the Office of Institutional Research and Policy Studies is to support institutional effectiveness and facilitate planning, assessment, policy analysis, and decision-making through the collection, analysis, and interpretation of institutional data, in support of the university’s mission.

2. Develop Measureable Administrative Unit Outcomes/Objectives

The terms **outcomes** and **objectives** are used interchangeably. An outcome or objective is a concise statement which provides a specific, detailed description of a desired quality or expectation of key functions, operations, and services within an administrative unit. Statements typically begin with an action verb and are then associated with an observable, measurable results-oriented action. See examples in Appendix C.

Review current outcomes/objectives and revise, as needed. For those just beginning the process, consider describing those services and key unit functions which most directly support and contribute to institutional, division, and administrative unit missions.

RIT Administrative Unit Examples:

**Ensure** that external reporting requirements are fulfilled in a timely and accurate manner

**Conduct** outreach activities to Native communities to facilitate RIT recruitment visits and admission acceptances by tribal members

**Implement** an Intentional Advising model to meet the academic needs of all students
Division Goals

Division goals serve as a bridge between the institution’s mission and goals and an administrative unit’s mission and outcomes/objectives. Division goals are more concrete concepts, narrowed and focused to the division’s primary purpose(s). Explicit goals help a division focus, structure, and guide strategic planning and alignment to institution goals/plans.

Division goal statements describe overarching long-term, divisional planning and capture the intended purposes and accomplishments of the division. Administrative units align their goals and outcomes to the division goals, which are consistent with university initiatives.

Samples of RIT Division Goals:

**Academic Affairs Division Priorities/Goals:**

- **Student Success** — the collection of work and activities that support and lead to the success of our students as measured by achievement of learning and completion of degree.
- **Academic Excellence** — fundamental to our mission and vision in that it incorporates those activities that lead to the highest quality academic programs; examples include acquiring and allocating resources, achieving accreditation, developing, evaluating, and managing academic programs, and working to achieve student learning.

**Student Affairs Division Priorities/Goals:**

- Enhance involvement in, and commitment to, the campus community.
- Integrate assessment results into strategic decision-making.
- Initiate innovative practices to strengthen our ability to meet emerging student needs.

3. **Identify Data Sources, Unit Activities, and Methods of Measurement**

Each administrative unit should have a corresponding data source or activity from which information will be gathered and measured to provide evidence of meeting or achieving its outcomes/objectives. Data sources can be either qualitative or quantitative and should “fit” as a measure of effectiveness. Some examples of data sources are: the SLOA Progress report (a survey sent to chairs/directors), Alumni surveys, and Student Focus Groups.
The selection of data sources should also maximize resources and be useful and cost effective. Review current unit practices for gathering information on services, programs, and activities.

**Questions to get you started:**

- Are current data sources directly related and aligned to measure the unit’s outcomes/objectives?
- What direct and/or indirect methods does the unit use to collect information? Are there gaps?
- What other information does the unit need to gather in order to determine whether the unit is achieving its outcomes/objectives?

**Methods of Measurement**

Methods of measurement should serve as reliable, accurate measures of unit outcomes/objectives and provide evidence about its operations, performance, and achievements. Identify methods for which data may already exist. There also may be opportunities to use one method to measure more than one unit outcome/objective.

**Direct Methods of Assessing Administrative Unit Processes** assess demand, quality, efficiency, and effectiveness. This may include completion and/or productivity of service and efficiency of individual points of service.

**Indirect Methods of Assessing Administrative Unit Processes** assess student or stakeholder perception of services, programs, and activities. See below for examples.

**Samples of Methods of Measurement:**

**Direct Methods:**
- Program Attendance
- Number of Students Receiving Service
- Revenue (% Alumni Giving, Annual Fund)
- Indicators (Applications Applications/Admission Yield)
- Post-Graduation Employment and/or Graduate School

**Indirect Methods:**
- Student ratings of their experiences, knowledge, skills, and reflections on the associated unit services, program, or activities
- Student, alumni, faculty, employee satisfaction through surveys, exit interviews, or focus groups
- Honors and awards earned by students, faculty, staff, and alumni
- Student, faculty, employee participation in research, publications, and conference presentations

4. Set Benchmarks or Standards

Benchmarks or standards determine what the acceptable level of achievement is for each unit outcome/objective. Defining acceptability or unacceptability will depend upon the importance of the outcome/objective and type of measure (direct or indirect).

Setting benchmarks is a multiple step process to help explain how well the administrative unit is performing. Steps include: (1) choosing the kind of standard or benchmark, (2) setting the appropriate standard or benchmark, and (3) establishing targets for the administrative unit’s collective performance.

**A few tips to get you started:**

- ✓ Benchmarks can be established from internal sources, divisional expectations, or externally developed professional standards.
- ✓ Conduct research using appropriate professional associations, web search for examples, colleagues, and peer programs.
- ✓ Involve others in the standards-setting process; work with division and unit leadership and staff members.
- ✓ Use samples of existing unit documentation including annual reports to inform your discussion.

Benchmarking is a continuous process. Once units have established initial standards and targets, adjustments or modifications can be made based on implementation and/or an analysis of results.


Be sure to determine a benchmark or standard (usually a %) for *each* administrative unit outcome/objective on the **Institutional Effectiveness Map**.

**Examples of Benchmarking:**

*Objective/Outcome:* Ensure that external reporting requirements are fulfilled in a timely and accurate manner

*Data Source:* 2010 Annual Report – Internal Request Data Set

*Benchmark:* Information request response time will be reduced to within 24 hours of receipt, from previous 48 hour cycle

*Objective/Outcome:* Conduct outreach activities to Native communities resulting in RIT recruitment visits and admission acceptances by tribal members

*Data Source:* 2010 Annual Report/fall 2011 quarter admissions data

*Benchmark:* On-site Native outreach activities will increase 20% from 2010 resulting in a 2% increase in admission acceptances
5. Identify the Timeline and Person(s) Responsible

Consider how the administrative unit will collect institutional data on an established cycle. When is the best time of year to collect and measure data? Be selective, strategic, and realistic. Develop a cycle that will match competing demands, internal requirements, and external commitments.

In general, it is recommended that a unit assess two or three outcomes/objectives on an annual basis. A staggered approach over a period of time (e.g. two – three year cycle) maximizes unit resources and capacity. Be sure to identify the individual responsible for data collection and/or analysis.

6. Use the Results to Improve and Inform

Results: Assessment findings can distinguish patterns of consistency, provide evidence of performance, and identify gaps in services, programs, and activities. Select the most appropriate rating category on the IE Map based on the results of the administrative unit's findings.

☐ Not Met – Unit has not made progress or has yet to achieve the Outcome/Objective
☐ Approaching – Unit has made significant progress toward achieving the Outcome/Objective
☐ Met – Unit has achieved its Outcome/Objective
☐ Exceeded – Unit has exceeded the benchmark or standard set for its intended Outcome/Objective

Action: A primary goal of assessment is to support continuous, quality improvement processes by uncovering and addressing issues. A challenging aspect of assessment is “closing the loop,” using the data to inform and reflect upon current practice and facilitate change.

- Identify what, if any, next steps or actions will be taken as a result of the assessment findings on the Institutional Effectiveness Map.
- Use results to confirm alignment with RIT’s institutional initiatives, guide discussions, validate outcomes, or improve administrative unit performance.
- If appropriate, administrative units can share their findings through division newsletters, internal processes, annual reports, and website postings summarizing relevant results.

Institutional effectiveness deliberately engages an institution of higher learning in systematic self-examination.

The Institutional Effectiveness Map is designed as a self-examination tool to assess administrative unit programs, services, and activities. This continuous process facilitates reflective practice and strategic planning across RIT in an effort to create an effective
learning environment, a positive experience for students, and a productive work environment for faculty and staff.

Managing your IE Map

RIT provides administrative units with a resource to analyze and archive their IE Maps electronically, using an Assessment Management System (AMS) called Taskstream.

The AMS is a web-based system with such features as online assessment plan creation and review, mapping to goals (e.g., university, divisional), tracking and archiving findings, and different access levels for multiple users. Following an initial training session, administrative units are given their own “workspace,” a place where their IE Map can be managed electronically.

The Student Learning Outcomes Assessment office provides ongoing assistance in the management of IE Maps in Taskstream. Some of the types of training sessions we offer:

- Refresher course based on the System Overview training
- Customized topics to meet your needs
- New and Advanced Features

For more information, see FAQ's for Administrative Units in the Assessment Management System section of the Student Learning Outcomes Assessment website, or contact the AMS Coordinator at gsrdfp@rit.edu.

Need Assistance? Contact the Student Learning Outcomes Assessment Office:

The Student Learning Outcomes Assessment Office is dedicated to engaging the RIT community around a common purpose: understanding and improving student learning. Assessment is a process, grounded in the institutional values set forth in the mission statement, and focused primarily on supporting quality learning and promoting excellence in education practices. We collaborate with the campus community to establish meaningful, manageable, and sustainable outcomes assessment practices.

SLOA Office: 585.475.2310
Email: outcomes@rit.edu
rit.edu/outcomes
## Appendix A. Institutional Effectiveness Map Template

<table>
<thead>
<tr>
<th>Administrative Unit Objectives or Outcomes</th>
<th>Division Goal (If applicable)</th>
<th>RIT’s Strategic Plan Dimensions and Inclusive Excellence Framework</th>
<th>Data Source Unit Activities Method/Measure</th>
<th>Benchmark or Standard Statement of Success/Measureable Outcome</th>
<th>Timeline &amp; Person(s) Responsible Indicate Year, Cycle and/or Semester</th>
<th>Achievement of Outcome/Objective Indicate level of achievement</th>
<th>Next Steps or Actions What, if any, steps or actions will take place as a result of the assessment findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Plan Dimensions</td>
<td></td>
<td>Double click on the check box to indicate SP Dimension alignment and/or IEF alignment</td>
<td>Describe metrics or instruments used to measure results</td>
<td>Double click on the check box to indicate level of achievement</td>
<td>Double click on the check box to indicate level of achievement.</td>
<td>Not Met</td>
<td>Approaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="" alt=" " /></td>
<td></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
</tr>
<tr>
<td>Inclusive Excellence Framework</td>
<td></td>
<td><img src="" alt=" " /></td>
<td></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
<td>Not Met</td>
<td>Approaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="" alt=" " /></td>
<td></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
</tr>
<tr>
<td>Strategic Plan Dimensions</td>
<td></td>
<td><img src="" alt=" " /></td>
<td></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
<td>Not Met</td>
<td>Approaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="" alt=" " /></td>
<td></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
</tr>
<tr>
<td>Inclusive Excellence Framework</td>
<td></td>
<td><img src="" alt=" " /></td>
<td></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
<td>Not Met</td>
<td>Approaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="" alt=" " /></td>
<td></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
<td><img src="" alt=" " /></td>
</tr>
</tbody>
</table>

- **Data Source Unit Activities Method/Measure**: Describe metrics or instruments used to measure results.
- **Benchmark or Standard Statement of Success/Measureable Outcome**: Double click on the check box to indicate level of achievement.
- **Timeline & Person(s) Responsible Indicate Year, Cycle and/or Semester**: Double click on the check box to indicate level of achievement.
- **Next Steps or Actions**: What, if any, steps or actions will take place as a result of the assessment findings.
Appendix B. RIT Mission and Vision

Mission
Rochester Institute of Technology prepares its graduates for a future of positive impact on their career areas of choice. Through unique interdisciplinary research and creative partnerships, RIT faculty and students collaborate to deliver and apply solutions to the 21st century’s most vexing problems.

Vision
RIT will emerge from the coming decade as a great global university that applies its distinctive assets to solve the complex problems of a shrinking world and a complex planet.

Appendix C. Action Verbs for Outcomes/Objectives Statements:

- Administer
- Address
- Advise
- Allocate
- Assess
- Balance
- Budget
- Calculate
- Collaborate
- Communicate
- Conduct
- Coordinate
- Counsel

- Coach
- Demonstrate
- Develop
- Diagnose
- Direct
- Ensure
- Establish
- Evaluate
- Explain
- Expedite
- Facilitate
- Forecast
- Generate

- Guide
- Increase
- Institute
- Instruct
- Interview
- Introduce
- Investigate
- Implement
- Illustrate
- Interpret
- Manage
- Market

- Monitor
- Organize
- Perform
- Plan
- Prepare
- Process
- Produce
- Promote
- Research
- Support
- Systematize

Appendix D. Glossary

Administrative Unit
An administrative unit represents an office, department, or program within one of the RIT divisions which offer services, support, programs, or outreach to the RIT community.

Institutional Assessment
The systematic collection, review, and use of information about educational programs, undertaken for the purpose of improving student learning and development. (Palomba and Banta, 1999)

Benchmark
Benchmarks are specific standards against which Units gauge success in achieving an outcome. (Suskie, L., 2009)

Benchmarks or standards determine the acceptable level of achievement for each unit outcome/objective. Defining acceptability or unacceptability will depend upon the importance of the outcome/objective and type of measure (direct or indirect).

Charge/Mission
A broad statement of purpose which identifies a Unit’s services, programs, and contributions to the institution.

Direct Methods of Assessing Administrative Unit Processes
Direct methods assess demand, quality, efficiency, and effectiveness. These may include completion and/or productivity of service and efficiency of individual points of service or quality of programs.

**Evaluation**

Uses inquiry and judgment methods, including determining standards for judging quality, collecting relevant information, and applying those standards to judge value, quality, utility, effectiveness, and significance. (Fitzpatrick, Sanders, and Worthen, 2004)

**Goal**

Goals state what programs and services are designed to achieve. Goal statements describe overarching long-term, divisional planning, and capture intended purpose and accomplishments. Statements are typically broad and theoretical, and are consistent with university initiatives.

**Indirect Methods of Assessing Administrative Unit Processes**

Indirect methods assess student or stakeholder satisfaction with services, programs, and activities. Level and degree of satisfaction are less clear.

**Institutional Effectiveness**

Institutional effectiveness is the systematic and ongoing process of planning, making informed decisions, and allocating resources by collecting, assessing, and acting on data relative to how well the institution is achieving its mission and purposes. The overarching institutional effectiveness question is, how well are we achieving our mission and goals? The assessment of institutional effectiveness essentially involves a methodical, explicit, and documented comparison of institutional performance to institutional purpose.

**Outcomes or Objectives**

The terms: outcomes and objectives are used interchangeably. An outcome/objective is a concise statement which provides a specific, detailed description of a desired quality or expectation of key functions, operations, and services within an administrative unit. Statements often begin with a verb and are then associated with an observable, measurable results-oriented action.