

“Analyze This”: Critical Thinking and Institutional Effectiveness



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Can we agree on a definition?



- Ask the relevant questions
- Gather relevant data through appropriate means of assessment
- Analyze and interpret the data
- Apply reasoned and informed professional judgment
- Propose a solution, implement it, and...
- Ask the relevant questions....

Critical Thinking Skills



- **Identify and articulate the issue**
- **Gather appropriate data**
 - Relevant?
 - Important?
- **Analysis**
 - Experience
 - Bias/presuppositions
- **Written and Oral Communication**

Effective Institutional Effectiveness



- **What's the relevant issue?**
 - Student learning
 - Administrative functions
 - Student/academic support
 - Community/public service
- **What would “success” look like?**
- **What data would be appropriate and useful?**
- **What structures for analysis and reporting would be useful and sustainable?**

Foundational Assumptions



- **Institutional planning and evaluation process is working**
 - Strategic planning
 - Operational planning
- **Administrative units and educational programs willing and able to ask important questions**
- **Purpose of assessment is institutional improvement**
- **Appropriate faculty and staff members are involved, engaged, empowered, trained**

Sustained Effort



- **Results, not just process**
 - Structure, rubrics, etc. = tools
 - Results = “program” improvement
- **Course-level may be important, but decisions occur at program- and/or unit-level**
- **Process focused on success of institutional actors; student success should benefit from our improvements**

Failure to Launch



- Conversation constantly returns to process and assessment instruments
- “No further action required”
- Program survival, rather than program improvement
- It’s all about statistics
- Lake Woebegone syndrome
- No one can describe a successful student
- Just ignore it, and it’ll go away....

How to Succeed in Accreditation....



- **CS 3.3.1 (Institutional Effectiveness)**
 - Appropriate use of student learning outcomes (3.3.1.1, 3.3.1.3)
 - Appropriate and authentic assessments
 - Carefully analyzed data
 - Evidence of conversations where data analysis is subject to professional judgment
 - Actions designed to improve programs and units
 - Clear and cogent narratives that argue compliance persuasively
 - Emphasis on improvement, not process

How to Succeed in Accreditation....



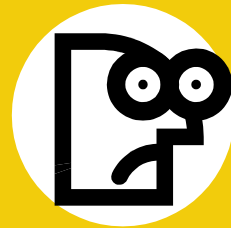
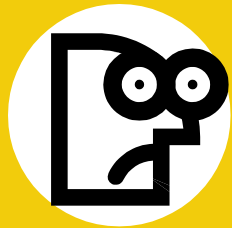
- **CS 3.5.1 (College-level competencies)**
 - Identified competencies
 - Definition of “competent”
 - Appropriate and authentic assessments
 - Aggregated data
 - Focus on “graduates”
 - Clear, uncomplicated report on percentage of graduates attaining institutional definitions of “competent” related to all identified competencies

SACSCOC “IE”



- **CS 3.3.1/3.5.1 still top-cited non-compliance**
 - 1/3 being “monitored”
 - Encouraging trends in past 1.5 years
- **Perceived issues**
 - Institutions still adjusting to *POA*; last classes making transition
 - Inconsistent evaluation
- **Strategies**
 - Summer Institute
 - Small College Initiative
 - Sessions at Annual Meeting
 - Workshops
 - IE evaluator training

Questions



It's QUESTION TIME!!