

Resource Allocation Strategy that Connect Academic Assessment with Institutional Planning and Budget Process

Wenjun Chi

Director for Institutional Effectiveness

Co-Chair of Institutional Effectiveness Committee

Where did the money go?



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Group Activity

- Discuss how assessment results are documented, shared, discussed, and utilized for the betterment of your department/program.
- Discuss the challenges you have in using assessment results to ensure and advance quality and effectiveness of your department/program.

What are resources?



Resources in Higher ED

Types of resources at an academic institution...

Human

Financial

Physical

Technological

Curricular

Temporal

Instructional

Etc.

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Challenges for SJU

- Request evidence for Standard 2, 7, 12 and 14
- Progress Report due October 1, 2016
- Renewal in leadership: President, Provost, CFO, CAS Dean etc.
- Disconnection between CAS, HSB and GE
- Disconnection between Academic and Non-academic units
- GE has 10 learning goals, 87 objectives.

IEC Membership

Co-chaired by the Director for IE and Associate Dean in CAS

Members:

6 faculty members from HSB, GE and CAS including the chairs of CAS PAC, GEPAC, GEPO and HSB Assessment Committee.

7 administrators from Academic Affairs, IT, Advancement, Student Life, Education Unit, and IR.

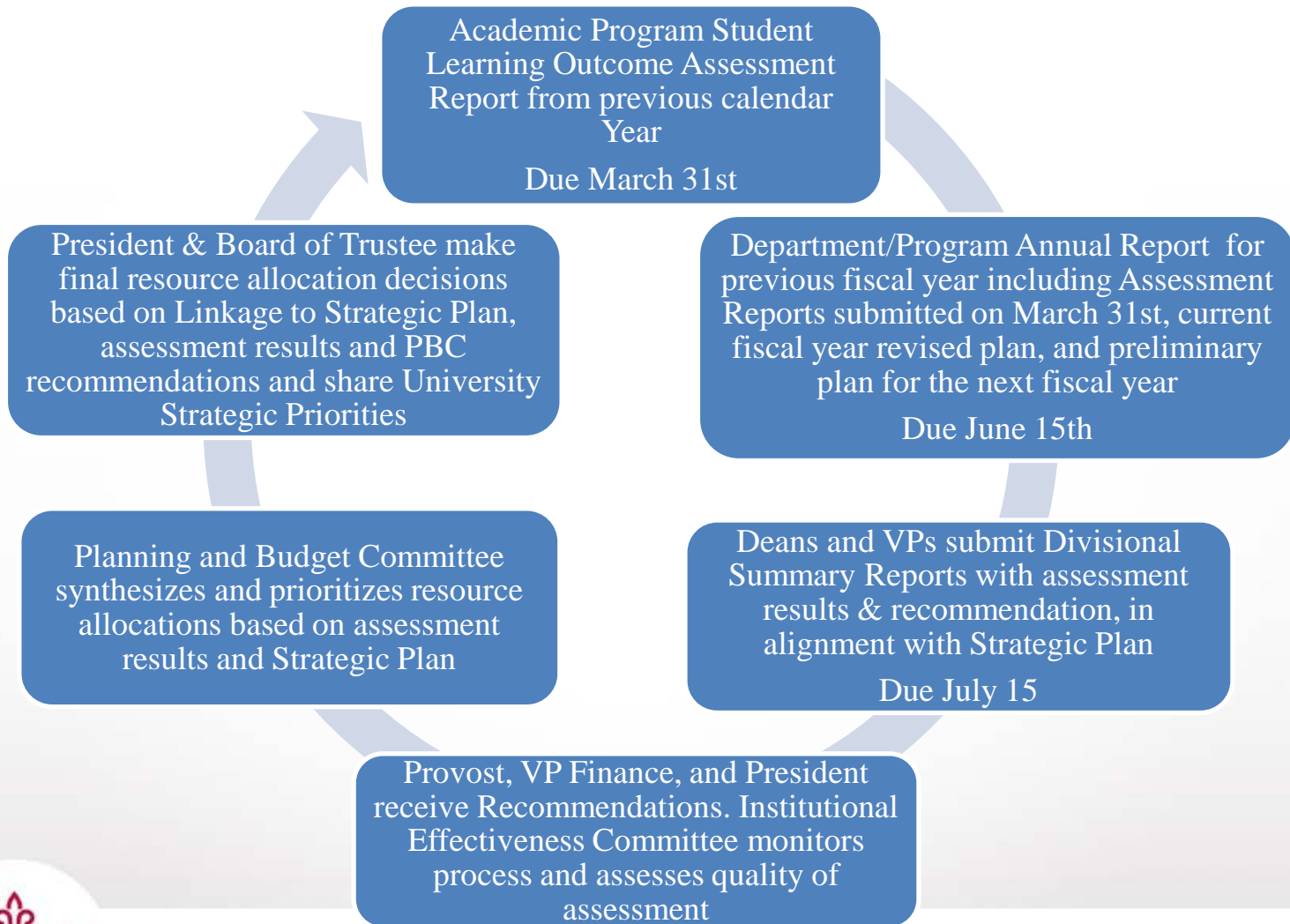
IEC 2015-16 Achievements

- New Academic Assessment Report template and instruction which maps program level outcomes to university level learning outcomes and Strategic Planning Goals.
- New Annual Report template and instruction which map program/department/division goals and objectives to Strategic Planning Goals and divisional priorities
- Established Timeline
- Finalized Institutional Effectiveness Manual
- Evaluation plan, form, organization charts, training, feedback, and survey
- Divisional Summary Report template and instruction

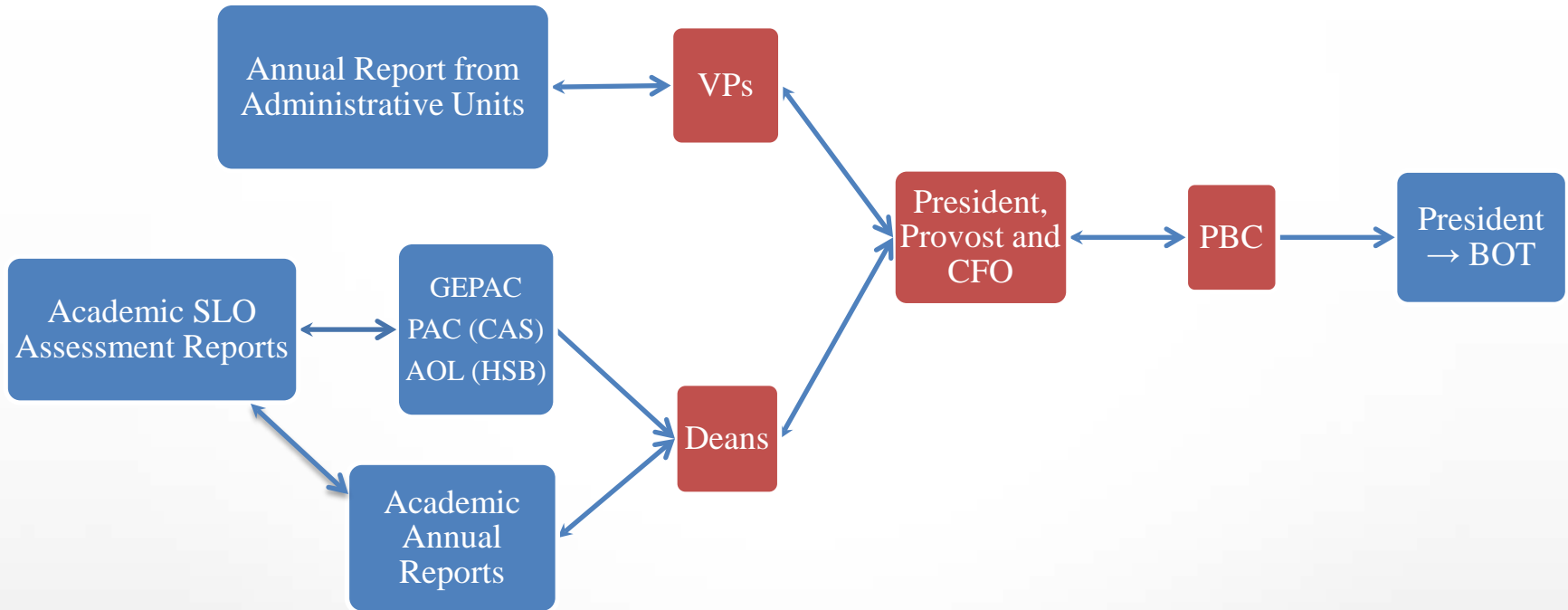
Planning and Budget Committee

- Shared Governance Task Report completed in August 2015
- Approved the operating principles in December 2015
- Membership: Co-chaired by Provost and CFO
- 12 members: 5 faculty, 5 administrators, 1 student, 1 staff

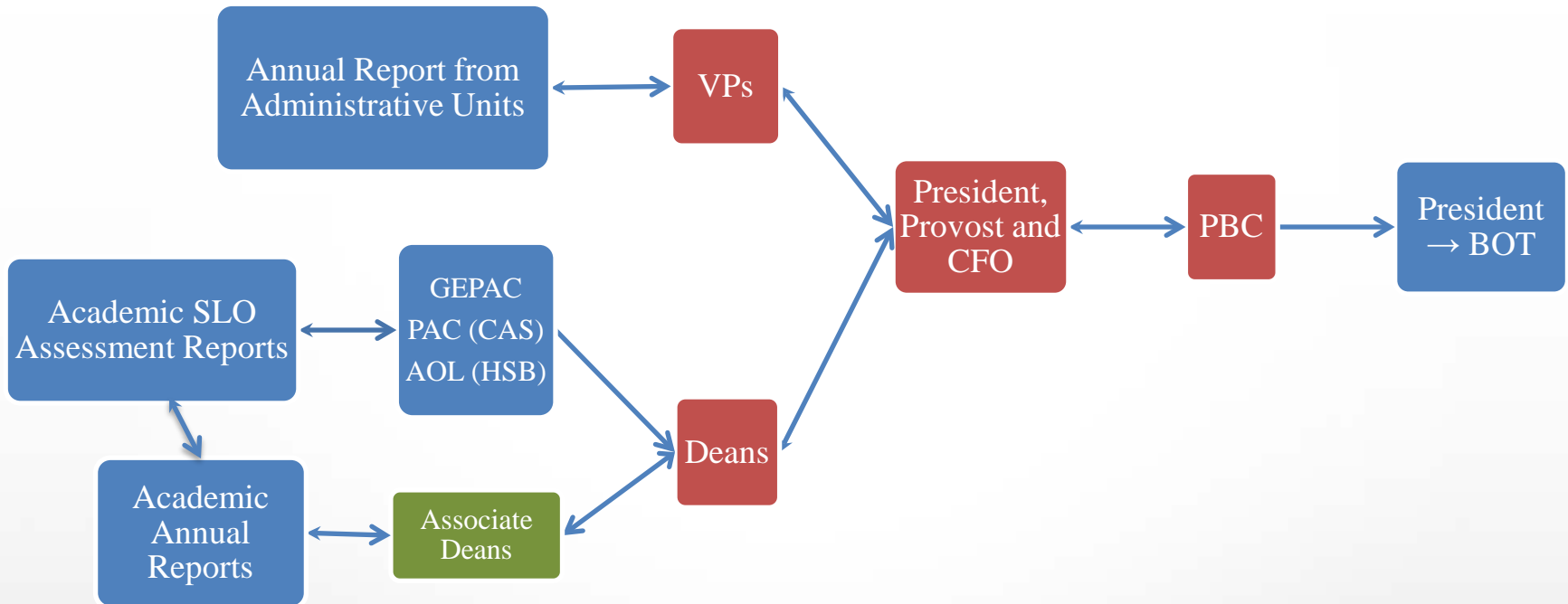
Articulate University-Wide Planning and Assessment Cycle



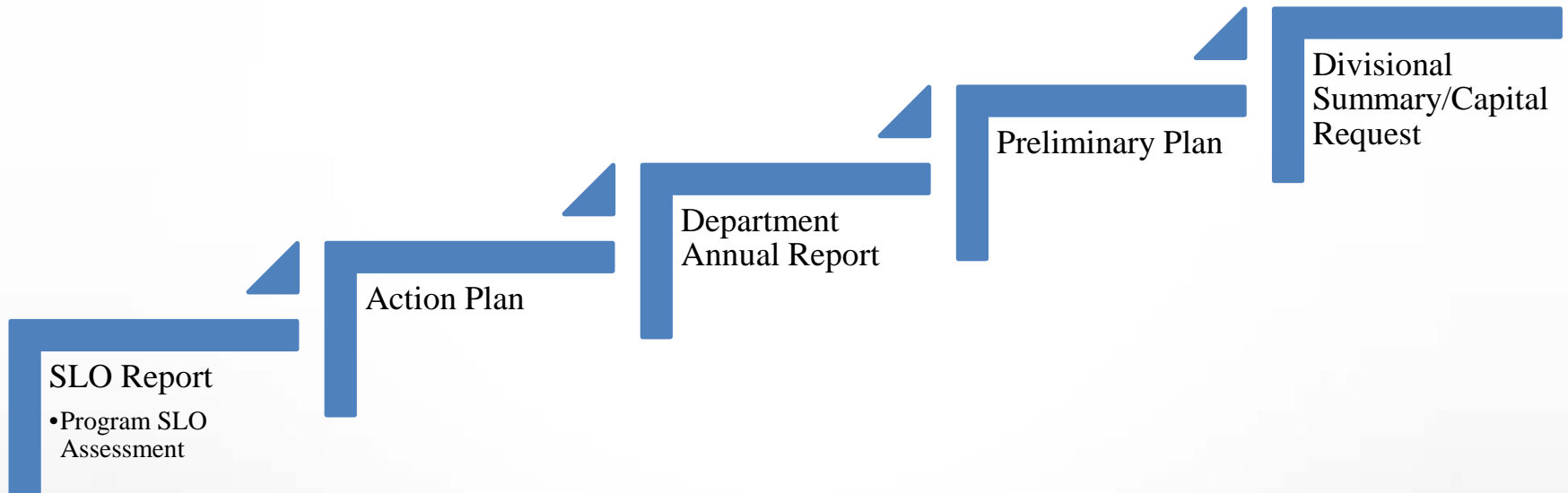
Assessment and Planning Process for Resource Allocation



Assessment and Planning Process for Resource Allocation



Assessment Process



Divisional Summary Report Form

Division	<i>Name of the Divison</i>
Division/Department/Program /Offices	<i>List the unit name. If it is a division level request, list the division name</i>
Goals and Objective (Division and/or Unit)	<i>State relevant goals and objectives from your annual report or assessment report</i>
Assigned to	<i>Individual or Department Name</i>
Resource Allocation Action	<i>Resources Allocation (e.g. The change of human, financial, physical, technological, curricular, temporal and instructional resources etc.) One time request or multiple years needed? Close a project, a course or a program? Remove funding from one to another? Please explain in detail</i>
Potential Resources	<i>Revenues Anticipated, External Funding and/or Reallocation Source (if any) and funding type (capital, incremental, reallocation)</i>
Assessment	<i>State assessment results DIRECTLY related to the resource allocation action</i>
Link to SP & College/Division Priorities	<i>State the strategic plan goals and college/division priorities (if any) your plan support. Include relevant compliances and influence if applicable</i>
Division Priority List	<i>VPs and Deans rank the list in the order of importance with 1 being the most important</i>
Division Head Decision (VPs and Deans)	<i>Status: Recommend to be funded, partially funded or not funded. Time and Amount. Funded within VP or Dean's Budget? Please indicate which budget will be used to cover the request</i>
President/Provost Decision	<i>Status: Recommend to be funded, partially funded or not funded. Time and Amount. Funded within Provost's Budget?</i>
PBC Recommendation	<i>Recommended to be funded by PBC: Full/Partial/No funding; Funding Period, Amount</i>
President and BOT Decision	

Example of using evidence to improve/refine course and program goals

HSB - Business Intelligence and Analytics MS

Assessment Results: Majority of the students were international. Student's interest seemed to be **correlated with their work experience**. Those students who were previously employed or are currently working in the analytic field, seemed to be more interested in the course as they asked more questions.

Action Plan: Encourage participation and provide more examples - by including participation as a component of students' grade and by including more examples from **different industries** to help students grasp main ideas.

Example #1 of using evidence to deploy resources

CAS - Sociology BA

Assessment Results: The large class size, however, presented problems for conducting a second direct or an indirect measure of assessment. SOC 312 is a core course required for all sociology and criminal justice majors. The end paper in this course serves as the beginning of the students' undergraduate thesis. Students would benefit from more individualized attention as they design their own research project. The large class size (47 students) did not allow for more one-on-one meetings. The objective could be better met with a smaller class size. Ideally this course would cap at 25 students. This would require offering two sections each fall.

Action Plan: reduce class size from 47 to a cap of 25 students -- this would allow course faculty to provide the needed individualized attention as students design their own research project.

Example #2 of using evidence to deploy resources

CAS - Ancient Studies BA

Assessment Results: admittedly a good number of students lacked previous exposure to classical art or art in general.

Action Plan: Meet and discuss assessment results. Decided to make a tutor available through Learning Resources -- to help struggling students who have no previous exposure to classical art.

Challenges

- Unclear connection between results and action plan
- Don't know how to set up expectations
- Lack of use of rubrics
- Lack of documentation
- Lack of communication between departments
- Lack of clear evidence in uniform report that the unit level assessments are being incorporated into divisional reports and are taken into account when Cabinet level budget and planning decisions are made.
- Need to merge assessment cycle timeline with planning and budgeting decisions and financial calendars.

What I Learned...

- Simple
- Focus on priorities
- Timeline and template
- Training
- Start with a draft and ask for contributions
- Make sure the members contribute!
- Keep the provost, deans and VPs in the loop and keep their priorities in mind
- Provide opportunities for faculty to meet and discuss

Resources

- *Assessment and General Education: Empowering Stakeholders to Enhance the Management of Student Learning*, Sean McKittrick, Ph.D. , Vice President of Middle States Commission on Higher Education
- SJU Department Annual Report and SLO Assessment Report 2015-16
- *Build a Bridge between Assessment Results and Action*, Wenjun Chi, Aubrey Wang 2016 SJU Assessment Day

Thank you!

Questions?

Contact Information

Wenjun Chi

wchi@sju.edu