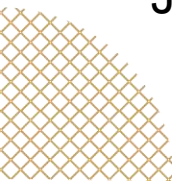


RCNJ

Administrative Assessment Committee

A Primer for Many but Not All Things Relating to
Effectiveness Planning and Administrative Assessment
at Ramapo College

January 2023



- I. What is Effectiveness?
- II. Why Assessment?
- III. What are the Effectiveness Engines at Ramapo College?
- IV. Is there a Rubric?
- V. Questions & Additional Resources

I. Effectiveness

Institutional Effectiveness (IE) is defined as the extent to which an institution achieves its mission and goals. **Unit Effectiveness (UE)** is defined as the extent to which a unit achieves its mission and goals.

- Adequate planning and institutional effectiveness, in any institution of higher education, is an ongoing process which leads to effective institution-wide assessment for the purpose of continuous learning.
- Providing evidence of change based on the results of assessment on a continual basis assists the unit and, in turn, the institution in effectively achieving its mission.

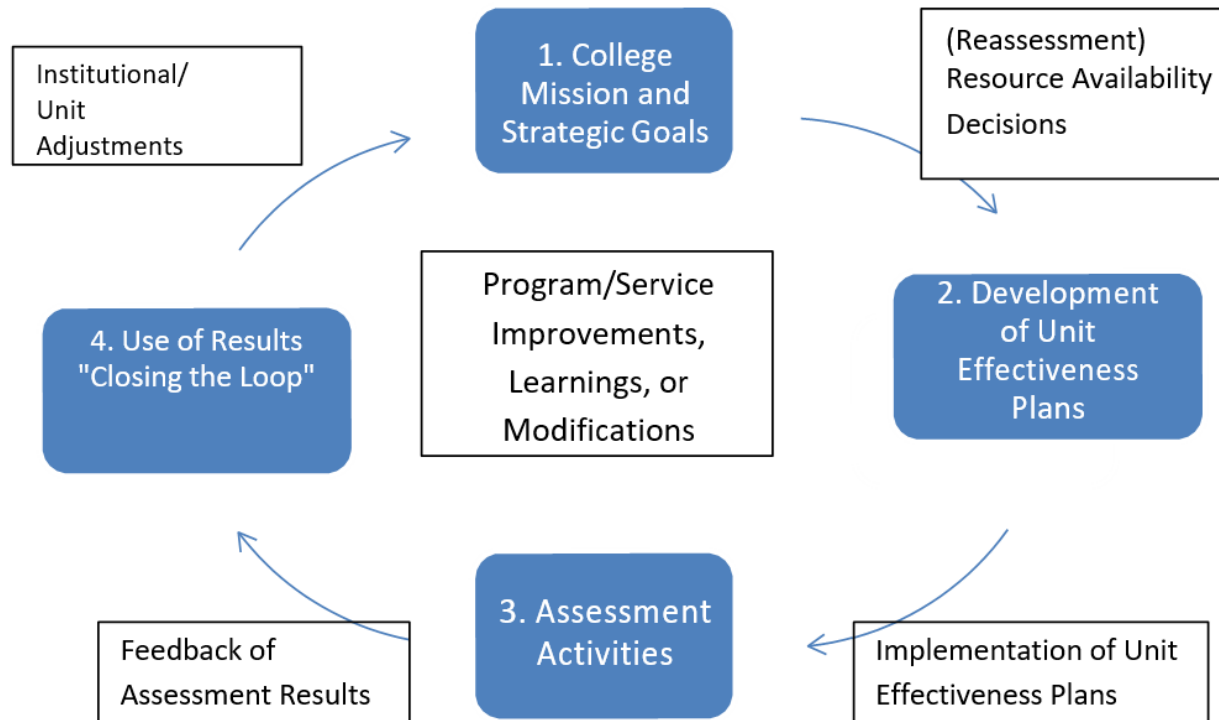
Three **important questions to ask** in reference to effectiveness are:

1. What are we trying to accomplish?
2. How well we are doing?
3. How can we learn from or improve upon what we are doing?

The answers to these questions lie in **assessment**.

Assessment is the **systematic and ongoing process** of collecting, interpreting, and acting on information relating to the goals and outcomes developed to support the college's mission and purpose. Thus, Institutional Effectiveness is oriented towards measuring overarching results and Unit Effectiveness is oriented towards measuring unit effectiveness.

Nichols' Model of Institutional Effectiveness



II. Assessment

Assessment can be characterized as the third step of Nichols' Model, it includes:

- Defining clearly articulated institutional and unit-level goals
- Implementing strategies to achieve those goals
- Assessing achievement of those goals
- Using results of those assessments (and reassessments in subsequent cycles) to learn about and/or improve programs and services; and to inform planning, resource allocation, and SMART decision-making

Purposes of Assessment

The four main purposes of Assessment are:

- **To Improve.** The assessment process should provide feedback to determine how administrative units can learn or improve.
- **To Inform.** The assessment process should inform decision-makers of the contributions of the administrative unit in advancing The College's mission and strategic goals, and should reveal or highlight, when applicable, the efficient use of resources in doing so.
- **To Prove.** The assessment process should demonstrate what the administrative unit is accomplishing for students, faculty, staff, or external community members.
- **To Support.** The assessment process should provide support for campus decision-making activities such as resource allocation, organizational structure, and strategic planning, as well as external accountability activities such as accreditation processes.



Assessment is Only Effective when...

- It is **MEANINGFUL**:
 - It reflects an understanding of **learning as multi-dimensional, integrated, and revealed in performance over time.**
 - The program/unit seeks to **learn and improve** and has clearly and **explicitly stated objectives.**
 - It is **ongoing** and not episodic.
 - **Perspectives** from across the institution and the unit are included and
 - encouraged.
 - It is part of a larger set of conditions that can help promote and **demystify change.**
 - Education professionals **meet responsibilities** to students and the public.

III. Effectiveness Engines at Ramapo College

GECCo

General Education Curriculum Committee

CWAAC

**College Wide Academic Assessment
Committee**

AAC

Administrative Assessment Committee

CEC

Core Effectiveness Committee



Engines...

GECCo

The General Education Curriculum Committee (GECCo) was established in 2009, its charge is:

- to provide faculty-driven, holistic oversight of the General Education curriculum; and
- to develop and implement an *ongoing* General Education assessment plan on a multi-year cycle


GECCo reports to the Faculty Assembly, via the Faculty Assembly Executive Council. GECCo makes recommendations about changes to the Gen Ed curriculum to the Academic Review Committee (ARC).

CWAAC

The College-wide Academic Assessment Committee (CWAAC) was established in 2010, its charge is:

- to oversee the entire academic assessment program at the College

Committee members include the Chair of GECCo (which assesses general education), a representative from the Library (which assesses information literacy), and school assessment coordinators, who chair School Assessment Committees (which coordinate assessment conducted by convening and other groups). Convening groups assess student learning in the majors, minors, and graduate programs on an annual basis.

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Engines...

Administrative Assessment Committee (AAC) Charge


1. To work with primarily administrative units to identify and implement meaningful, streamlined, and sustainable effectiveness plans and assessment practices that contribute to a culture of continuous learning; and
2. To review institutional data (including surveys) in collaboration with the vice provost for curriculum and assessment, Director of Institutional Research, CWAAC, and other bodies to coordinate or to implement, as necessary, the advancement of institutional effectiveness.

AAC is expected to facilitate the assessment of goals for primarily non-academic, administrative units at the College. Further, it is expected that AAC's work will, over time, transition from being hands-on and directive to being more consultative and support-oriented. Under the leadership of the Director of Institutional Research and the VP for Policy, Research & Governance, AAC includes members from various Cores whose functions lend themselves to enterprise-wide perspectives, systems knowledge, assessment, and/or data analysis. Somewhat mirroring the successful CWAAC model, each AAC member is expected to convene a Core Effectiveness Committee (CEC) which coordinates planning and assessment that is conducted by departments and other units.

Core Effectiveness Committee (CEC) Charge

1. Coordinate the assessment activities for various primarily non-academic administrative units across cores;
2. Review institutional goals and objectives and work with units/departments to align and integrate institutional objectives with unit/departmental-based effectiveness plans;
3. Review unit effectiveness plans and reports and, working with their AAC liaison, provide peer feedback, promote collaboration, identify resources to support assessment activities, and help AAC in determining overall progress made towards achieving institutional goals;
4. Review institutional assessment data and collaborate with AAC representatives to coordinate or to implement, as necessary, additional or modified assessments of unit effectiveness plans; and
5. Contribute to periodic Effectiveness and Assessment Briefs and suggest other effectiveness and assessment-related resources.

CECs are convened and led by AAC members.



Questions and Resources

Have you visited our FAQ?

Still curious? Please contact an AAC Co-chair:

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