# Evaluating Institutional Performance through a Comprehensive Framework for Excellence

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**Claflin University**

# Agenda

- Introduction and Context
- Claflin University's Institutional Effectiveness Model
- The Baldrige Performance Excellence Framework
- Best Practices for Leadership Engagement
- Developing a Continuous Improvement Cycle
- Q&A and Reflection

# Claflin University
# President: Dr. Dwaun Warmack



## Vision Statement

Claflin University will be recognized as a leading 21st Century institution of higher education that develops a diverse and inclusive community of globally engaged visionary leaders.

### GUIDING PRINCIPLES

Commitment to
**EXCELLENCE**

Commitment to
**VALUING PEOPLE**

Commitment to
**BEING STUDENT CENTERED**

Commitment to
**EXEMPLARY EDUCATIONAL PROGRAMS**

Commitment to
**FISCAL ACCOUNTABILITY**

Commitment to
**SOCIAL JUSTICE**

### Freshman Class Profile (2026)

First-time/Full-time: 467

Average SAT: 1114

Average ACT: 20

Average GPA Mid-Range: 3.6

Top 25% HS Rank: 30%

PELL GRANT RECIPIENTS
72%

FIRST GENERATION
53%

2023 Graduates (9 Graduates with 4.0 GPA. Class Cul 3.6 GPA)

Graduate Schools: Columbia University Cornell University Harvard MIT NYU

### Student Success (2022-23)

Applications: 8,907

Acceptance Rate: 62%

Persistence Rate: 94%

Retention Rate: 79%

Undergraduate Placement Rate: 86%

# Context: 2006 Champion for Excellence Recipient



- *35 years Higher Education Administration*
- *25 years Performance Excellence Practitioner*

…able to ignite desires in others for the unending quest for quality

…the spark plug and guiding light in the organization's quest for excellence

…a constant resource that helps empower and equip others

# Why Institutional Effectiveness ?

Policy Statement: 900.02

Claflin University, as an institution accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), identifies expected outcomes, assess the extent to which it achieves these outcomes and provides evidence of seeking improvement based on analysis of the results for educational programs, general education competencies of undergraduate degree programs and Academic and Student Services support units. These assessments are completed annually using the Annual Report and the Institutional Effectiveness Matrix.

**Applicability**

- Mission and Vision Achievement

- To ensure compliance with SACSCOC Standards 7.1,7.3, 8.2a, 8.2b and 8.2c.

# The Ongoing Integrated Planning Process

## Data Collection and Analysis

- Assessment of Previous Plan / Presentation to the Board
- Environmental; Scanning and Research data
- Input from stake holders
  - Position Papers
  - Surveys

## Development of Draft

- Review by Design Team
- Retreat of SPC
- Draft of Plan taken through the Organization / Stakeholders

## Board Approval of Plan

- Final Draft Presented at Board meeting

## Implementation

- Final Plan shared with stakeholders
- Implementation teams formed

# Claflin University
# Institutional Effectiveness Model

## Overall Institutional Assessments

- Student Satisfaction Inventory
- Senior Exit Survey
- Alumni Survey
- External Assessments (UNCF Sprints)
- Great Colleges to Work for
- Fit Report
- IPEDS Report
- US News and World Survey

## Assessment of Academic Programs

- ETS Proficiency Profile
- ACCUPLACER
- ETS Major Field Test
- Annual Research Day
- Program Reviews

## Assessment of Faculty and Staff

- Student Evaluation of Faculty
- Staff Recommendation for reappointment
- The Faculty Performance Portfolio
- Recognition of faculty/staff excellence
- Evaluation of academic administrators

## Consolidated Reports

- SACSCOC Compliance
- Specialized Accreditation
- Grant Applications
- Annual Reports
- Fact Books
- IE Matrix
- President's Annual report to the Board

# Institutional Effectiveness Matrix

| Program: Expected Outcomes | Responsibility/ Cycle/ Custodian | Assessment Procedure to measure outcomes | Expected Results | Actual Results Achievement of Outcomes | Use of Results for Improvement | Supporting Documents |
|---|---|---|---|---|---|---|
| These are the high level program goals of your department (4-6 goals). If you are an academic program, they should be aligned with the academic goals listed in the catalog.<br><br>If you are administrative, they point to effectiveness. | Identify the person or persons responsible for matrix, the cycle-- how often the assessments are done, and the custodian—the office where supporting documents are held. | List the methods used to assess the program goals.<br><br>Academics: Please do not use final grades only! This column must include embedded course assessments, senior exit exams, capstones, and student satisfaction, rubrics.<br><br>Only list procedures that you have results and supporting documents for. This is the primary column that will ensure alignment and lead to the use of results. | List the quantitative goals for each of the assessment procedures. Expected results must be listed in measurable terms. | Highlight one year at a time in this column. This new enhancement allows for better explanation of how the department assessed and used results in the current year. | What improvement changes did you make or seek as a result of the assessment? This is the most important column in the entire matrix. Did you move the needle? If not, what is the plan?<br><br>Academic Program improvement can fall into the following categories: Program outcome revisions, course methodology and or syllabus enhancements, student learning techniques, faculty development, student/faculty development initiatives. | Use this column to list and submit documents to support the improvement changes. For example, if you revised a syllabus, submit the new syllabus, if you held faculty development, list the workshop objectives, if you updated course outcomes, share the document. Please scan and PDF the supporting documents and submit as attachments with the final Matrix.<br><br>Administrative Units: List training, new processes, new updates, reorganization or anything that points to effectiveness for the unit. |

# Claflin University Assessment Model

Overall Institutional Assessments

Assessment of Academic Programs

Consolidated Reports

Assessment of Faculty Staff

# Use of Results

- Strategic Plan

- Quality Enhancement Plan

- Reaffirmation without Recommendations

- Service Excellence/Student Satisfaction Focus

- Everything points to Student Success

# Rankings and Reputation

# The IE's Gambit

Where do we go from here?

-**The Goal Post Keeps moving**

-**Student Perceptions are changing**

-**The Workforce is different**

# Why Assess Excellence?
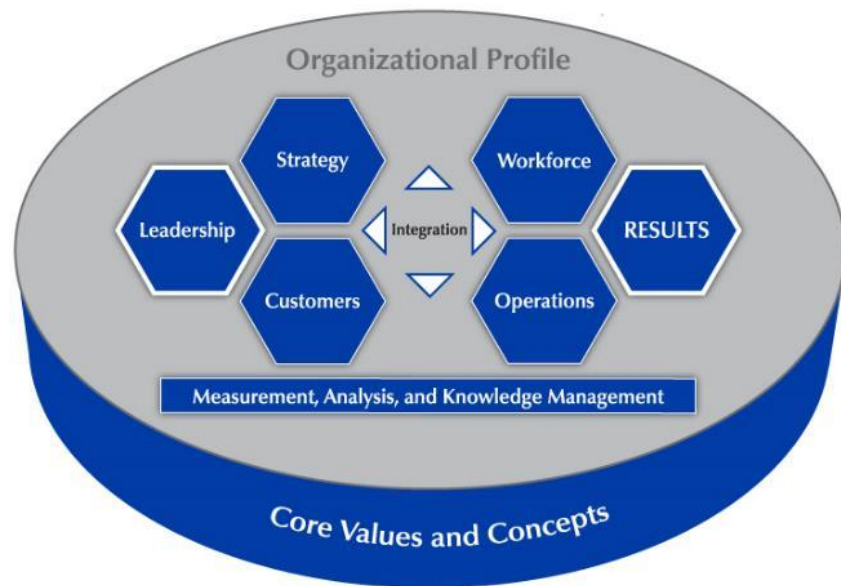


The pace of change in organizations is rapid, and standing still means falling behind.

Assessing progress ensures that strategies are being deployed effectively and goals are being achieved.
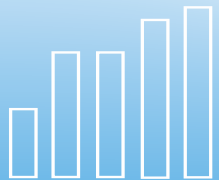
# Evaluating Institutional Performance

# Baldrige Excellence Framework (www.nist.gov/baldrige)

| Are We Making Progress? **Employees' Perception** | Are We Making Progress as Leaders? **Leaders' Perception** |
|---|---|
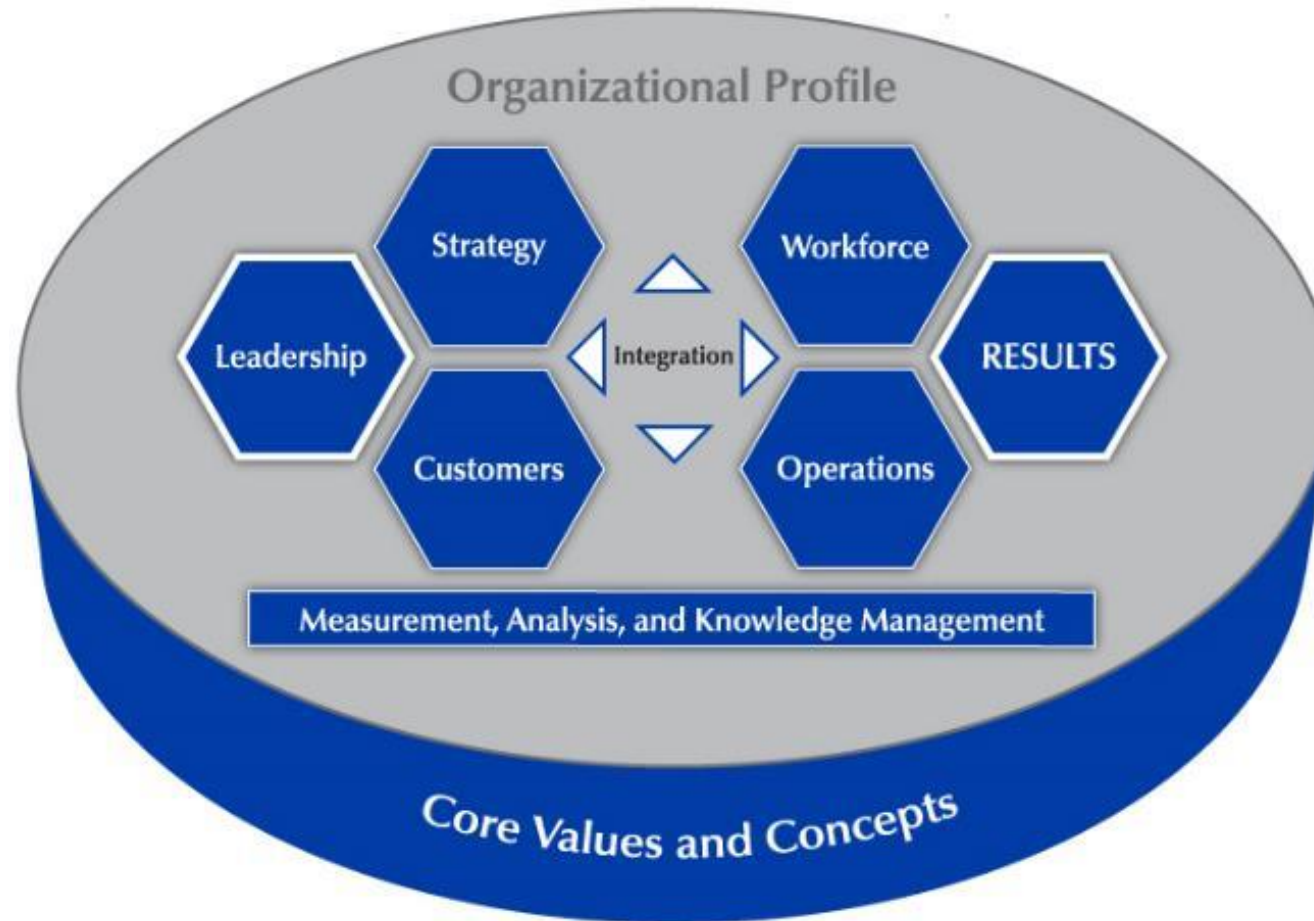
**How do you know?**

Are your values, vision, mission, and plans being deployed?

Does your leadership team understand and support them?

Are they communicated to, understood by, and supported by all members of your workforce?
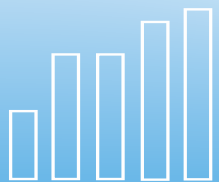
Are your communications effective?

Is the message being well received?

# Assessment Tool- Are We Making Progress

https://www.nist.gov/system/files/documents/2022/05/17/AWMP-2022.pdf

| Leadership | I know my organization's mission (what it wants to accomplish). |
| --- | --- |
| | I know my organization's vision (where it wants to go in the future). |
| | My senior (top) leaders are ethical and demonstrate our organization's values. |
| | My senior leaders create a work environment that helps me do my job. |
| | My organization's leaders share information about the organization. |
| Strategy | My organization asks for my ideas when preparing for the future. |
| | My organization encourages totally new ideas (innovation). |
| | My organization adopts new technology when preparing for the future. |
| | I receive information that helps me determine whether I am making progress on my work group's part of the organization's plan. |
| | My organization makes changes quickly when needed to address sudden disasters or new ideas. |
| Customers | My organization treats all customers fairly. |
| | I know who my most important customers are. |
| | I regularly ask my customers what they need and want. |
| | I am allowed to make decisions to satisfy my customers. |
| | I also know who my organization's most important customers are. |

| | |
|---|---|
| Measurement | I know how to measure the quality of my work. |
| | I can use this information to make changes that will improve my work. |
| | I know how the measures I use in my work fit into the organization's overall measures of improvement. |
| | I get all the important information I need to make changes to my work when my organization makes unplanned changes. |
| | I know how my organization as a whole is doing. |
| Workforce | The people I work with cooperate and work as a team. |
| | My bosses support, encourage, and enable me to develop my job skills so I can advance in my career. |
| | I am recognized for my work. |
| | I have a safe workplace. |
| | My bosses and my organization care about me. |
| | My organization is committed to including and embracing people from varying backgrounds and treating everyone fairly. |
| Operations | I can get everything I need to do my job. |
| | We have good processes for doing our work. |
| | My organization regularly reviews and improves its processes. |
| | My organization protects important assets (property), data, and information (security and cybersecurity). |
| | We are prepared to handle an emergency. |

| Results | My work products meet all requirements. |
|---|---|
| | I know how well my organization is doing financially. |
| | My organization has the right people and skills to do its work. |
| | My organization removes things that get in the way of progress. |
| | My organization obeys laws and regulations. |
| | My organization practices high standards and ethics. |
| | My organization helps me help my community. |
| | My organization is a good place to work for all employees. |

# Excellence Report Card

| Category | Strengths | Weaknesses |
|---|---|---|
| **Leadership** | | |
| **Strategy** | | |
| **Customers** | | |
| **Measurement, Analysis, and Knowledge Management** | | |
| **Workforce** | | |
| **Operations** | | |
| **Results** | | |
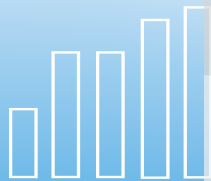
# Best Practices for Leadership Engagement

- Communicate the Vision of Excellence for your Campus

- Lead by Example

- Foster a Collaborative Culture

- Provide Resources and Support

- Recognize and Reward Progress

- Embedded Continuous Improvement in Leadership Strategy

- Evaluate Leadership Performance

# Evaluating Institutional Effectiveness
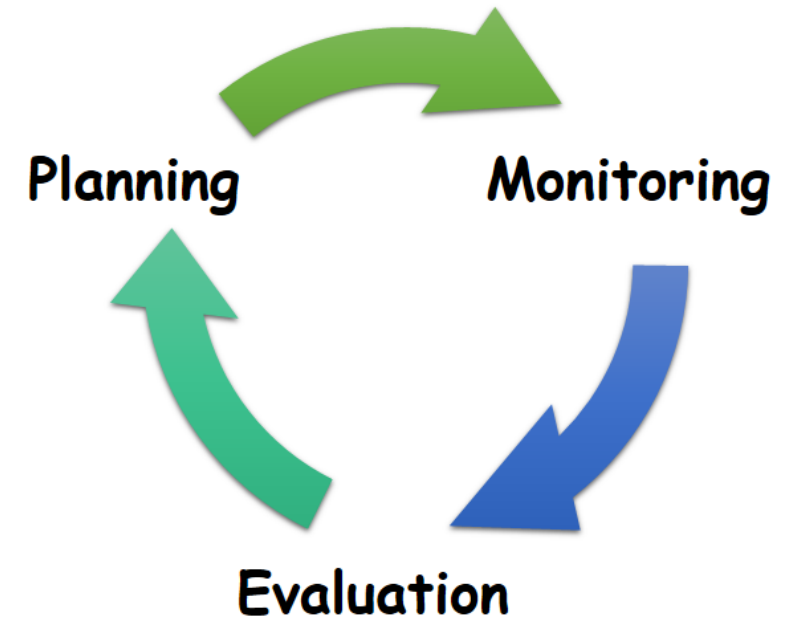
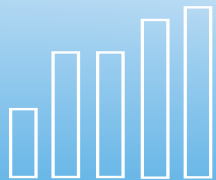| | | |
|---|---|---|
| Assess Current Performance | Set improvement Goals | Develop a Continuous Improvement Plan |
| Implement and Monitor Progress | Adjust and Refine | Institutionalize Continuous Improvement |

Planning

Monitoring

Evaluation

# What is your next move?


Queen's Gambit
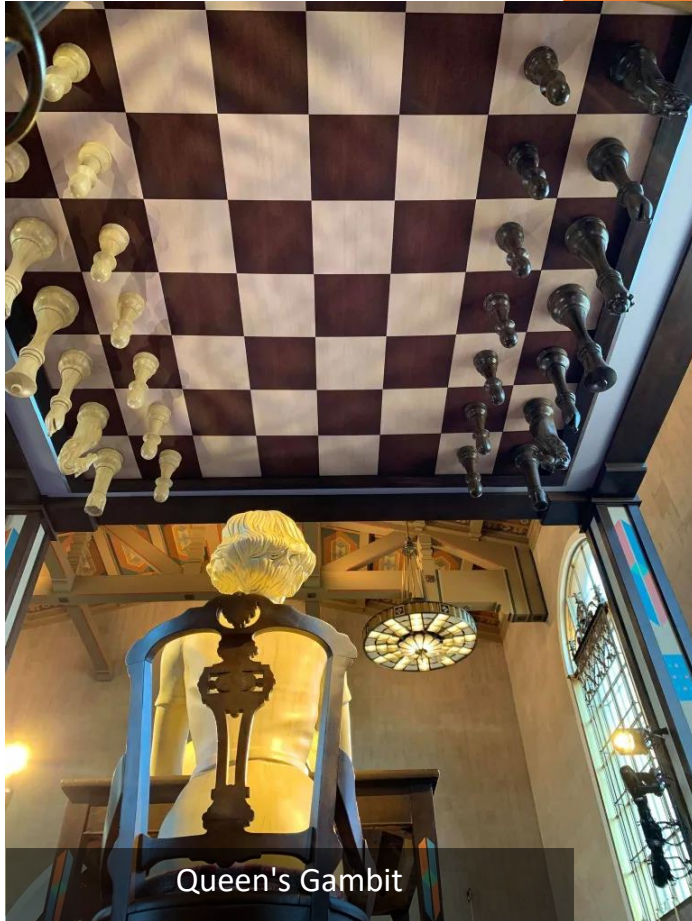
# Baldrige Excellence Builder- Free Publication



- [2023-2024 Baldrige Excellence Builder (nist.gov)](nist.gov)

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