



# R. U. LEARNING III: INSTITUTIONAL EFFECTIVENESS IN OPERATIONAL UNITS

**EMBEDDING A SUSTAINABLE CYCLE OF EFFECTIVENESS ASSESSMENT IN  
INDEPENDENT PROCESSES & STAGES OF MATURITY**

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## TABLE OF CONTENTS

<b>Section I:</b>	<b>R. U. Learning Too Plan Foundations: Our Non-Negotiables</b>	<b>p. 3</b>
<b>Section II:</b>	<b>Operational Effectiveness Assessment Philosophy Statement</b>	<b>p. 4</b>
<b>Section III:</b>	<b>Operational Unit Assessment Cycle</b>	<b>p. 5</b>
<b>Section IV:</b>	<b>Data Collection: Roles, Responsibilities, and Reporting</b>	<b>p. 7</b>
<b>Section V:</b>	<b>Flow of Information</b>	<b>p. 8</b>
<b>Section VI:</b>	<b>Communication and Implementation Timeline 2016-2017</b>	<b>p. 9</b>
<b>Section VII:</b>	<b>Training Plan</b>	<b>p. 9</b>
<b>Section VIII:</b>	<b>Resources Needed</b>	<b>p. 10</b>
<b>Section IX:</b>	<b>Description of Appendices</b>	<b>p. 10</b>
<b>Appendix A:</b>	<b>Higher Learning Commission Assessment Academy Application</b>	
<b>Appendix B:</b>	<b>Template for Assessment of Operational Unit Effectiveness</b>	

## SECTION I: R.U. LEARNING PLAN FOUNDATIONS: OUR NON-NEGOTIABLES

### Non-Negotiable #1: University Mission

Regis University educates men and women of all ages and faiths to take leadership roles and to make a positive impact in a changing society. Standing within the Catholic and United States traditions, we are inspired by the particular Jesuit vision of Ignatius Loyola. This vision challenges us to attain the inner freedom to make intelligent choices. We seek to provide value-centered undergraduate and graduate education, as well as to strengthen commitment to community service. We nurture the life of the mind and the pursuit of truth within an environment conducive to effective teaching, learning and personal development.

Consistent with Judeo-Christian principles, we apply knowledge to human needs and seek to preserve the best of the human heritage. We encourage the continual search for truth, values and a just existence. Throughout this process, we examine and attempt to answer the question: "How ought we to live?"

As a consequence of Ignatius Loyola's vision, particularly as reflected in his Spiritual Exercises, we encourage all members of the Regis community to learn proficiently, think logically and critically, identify and choose personal standards of values, and be socially responsible. We further encourage the development of the skills and leadership abilities necessary for distinguished professional work and contributions to the improvement and transformation of society.

### Non-Negotiable #2: The Regis Nine (Our Institutional Learning Outcomes)

<b>Knowledge</b>	Knowledge of a discipline or content area Knowledge of diverse cultures, perspectives, and belief systems Knowledge of arts, sciences, and humanities
<b>Skills</b>	Ability to think critically Ability to communicate effectively Ability to use contemporary technology
<b>Values</b>	Commitment to ethical and social responsibility Commitment to leadership and service to others Commitment to learning as a lifelong endeavor

### Non-Negotiable #3: Key Values in Jesuit Higher Education

1. Cura Personalis - Latin phrase meaning "care for the person," cura personalis is having concern and care for the personal development of the whole person. This implies a dedication to promoting human dignity and care for the mind, body and spirit of the person.

2. Magis - Latin meaning the “more,” magis embodies the act of discerning the best choice in a given situation to better glorify or serve God. Magis does NOT mean to always do or give “more” to the point of exhaustion. Magis is the value of striving for the better, striving for excellence.
3. Men and Women for and With Others - This value embodies a spirit of giving and providing service to those in need and standing with the poor and marginalized. We are encouraged to pursue justice on behalf of all persons.
4. Unity of Mind and Heart - Our hearts and minds are not divided; they are congruent when the whole person is educated and engaged.
5. Contemplatives in Action - Although we are thoughtful and philosophical, we do not merely think about social problems, we take action to address them. Developing the habit of reflection centers and strengthens one's spiritual life and guides our actions.
6. Finding God in all Things - This may be the one phrase that sums up Ignatian Spirituality. It invites a person to search for and find God in every circumstance of life; God is present everywhere and can be found in all of creation.

#### **Non-Negotiable #4: A Culture of Inquiry**

As articulated in our HLC Assessment Academy application (Appendix A), Regis University desires to shift its culture to one of both inquiry and continuous quality improvement. Specifically, the University would like to move from a highly-individualized, strictly instructional-based assessment approach to a more cohesive, university-wide approach that provides:

- 1) Common foundational standards for program assessment and evaluation and,
- 2) Institutional effectiveness standards and processes for administrative support units within the University

#### **Non-Negotiable #5: Industry Standards and Requirements**

Some units adhere to standards established by professional organizations, state and federal legislation, athletic conferences, etc. Operational units generally have established external/professional standards by which effectiveness is measured. These standards must be a foundational element of our institutional effectiveness efforts.

## SECTION II: OPERATIONAL STUDENT LEARNING ASSESSMENT PHILOSOPHY STATEMENT

The purpose of the **R. U. Learning III** operational effectiveness assessment plan is not an effort to develop or implement something new; rather, the purpose of the plan is to capitalize on, refine, and build upon effectiveness assessment efforts that are already happening within operational units at Regis University. The plan recognizes the importance of diverse efforts that are planned or that may already be in place within established units, and does not require adjustment to those efforts.

**R.U. Learning III** challenges operational units to connect their *existing* professional standards to the six Key Values in Jesuit Higher Education as appropriate, as well as relevant industry and professional standards that may already be in place for the business of your unit. The plan further challenges all operational units to be intentional about making evidence-informed improvements in their programs and services to strengthen our collective effectiveness in ensuring that Regis University students master the “Regis Nine” and Key Values in Jesuit Higher Education during their time as Regis students, and that we model these elements in our daily work.

We engage in the meaningful work of operational effectiveness assessment in order to provide evidence to our stakeholders that Regis University operates efficiently and effectively so that we may continue to deliver on the promise that we make to students in the Regis Nine and the Six Key Jesuit Values.

### SECTION III: OPERATIONAL EFFECTIVENESS ASSESSMENT CYCLE

Operational units will assess their effectiveness using existing professional/industry standards and at least three Key Values in Jesuit Higher Education and/or the Regis Nine. The assessment lead within your unit/department will be the primary point of contact for the collection of data related to university and unit goals and outcomes.

We recognize that each unit may approach data collection, analysis and reflection differently. The tools in this document will aid in compiling University-wide assessment data, which will enable us to provide evidence to our stakeholders that Regis University operates efficiently and effectively so that we may continue to deliver on the promise that we make to students in the Regis Nine and the Six Key Jesuit Values. If you have suggestions or feedback for improving our processes, please send that information to your unit/department assessment lead.

The university will employ three-three year cycles to assess student learning in operational settings. Within each cycle, each operational unit will identify three elements to create their assessment plan. Within each cycle are established steps for each year which follows the Template for Assessment of Operational Effectiveness (TAOE).

Cycle one 2017-2020	1. Self-identified Industry/Professional Standard
	2. Self-identified Key Jesuit Value
	3. Self-identified Key Value or Industry/Professional Standard
Cycle two 2020-2023	1. Self-identified Industry/Professional Standard
	2. Self-identified Key Jesuit Value
	3. Self-identified Key Value or Industry/Professional Standard
Cycle three 2023-2026	1. Self-identified Industry/Professional Standard
	2. Self-identified Key Jesuit Value
	3. Self-identified Key Value or Industry/Professional Standard

Within the operational units, staff assesses the various programs and services critical to the success of the unit, with priority given to student-facing services and programs. Units set performance goals/targets, and plans to collect resulting data. We recognize no single unit can assess all work that occurs within the unit; thus, each unit has the autonomy to determine which elements of its work will be the focus of each assessment cycle. Some units will wisely focus on areas that they know hold opportunities for improvement; others will focus on areas that are regulated or audited by outside entities, or some combination of these areas. The University encourages units to utilize current industry standards in their analyses, linking these through either the Six Key Values in Jesuit Education or the Regis Nine (when applicable).

**2016-17**

**Planning Cycle**

**Spring 2017**

1. Outcome Map #1: Industry/professional standards, Key Values in Jesuit Higher Education and/or Regis Nine (ILOs) by unit's services/functions/programs to be measured.

**Fall 2017**

1. Planning Cycle Report

2017-18	2018-19	2019-20	2019-20	2020-21	2021-22	2022-23
<b>R. U. Learning Cycle One</b>						
1. Collect & record (3 chosen elements) 2. Complete TAOE Year 1 Report	1. Analyze and reflect 2. Plan changes 3. Complete TAOE Year 2 report 4. Planning for next TAOE	1. Implement changes 2. Complete TAOE Year 3 Report 3. Planning Cycle Two Report				
		<b>R. U. Learning Cycle Two</b>				
		1. Collect & record (3 chosen elements) 2. Complete TAOE Year 1 Report	1. Analyze and reflect changes 2. Plan changes 3. Complete TAOE Year 2 report 4. Planning for next TAOE	1. Implement changes 2. Complete TAOE Year 3 Report 3. Planning Cycle Three Report		
				<b>R. U. Learning Cycle Three</b>		
				1. Collect & record (3 chosen elements) 2. Complete TAOE Year 1 Report	1. Analyze and reflect changes 2. Plan changes 3. Complete TAOE Year 2 report 4. Planning for next TAOE	1. Implement changes 2. Complete TAOE Year 3 Report 3. Planning Cycle One Report

## **SECTION IV: DATA COLLECTION - ROLES, RESPONSIBILITIES, AND REPORTING**

### University Assessment Committee Responsibilities

- Administer mid-semester and final semester check in
- Coordinate staff training with unit leaders
- Compile annual University-wide assessment report
- Report to RUAC
- Revise University Assessment Plan as needed
- Provide best practices regarding assessment
- Maintain assessment database and SharePoint

### Associate Provost's Role

- Liaison with the Provost's Office and provide insight as HLC Accreditation Liaison Officer

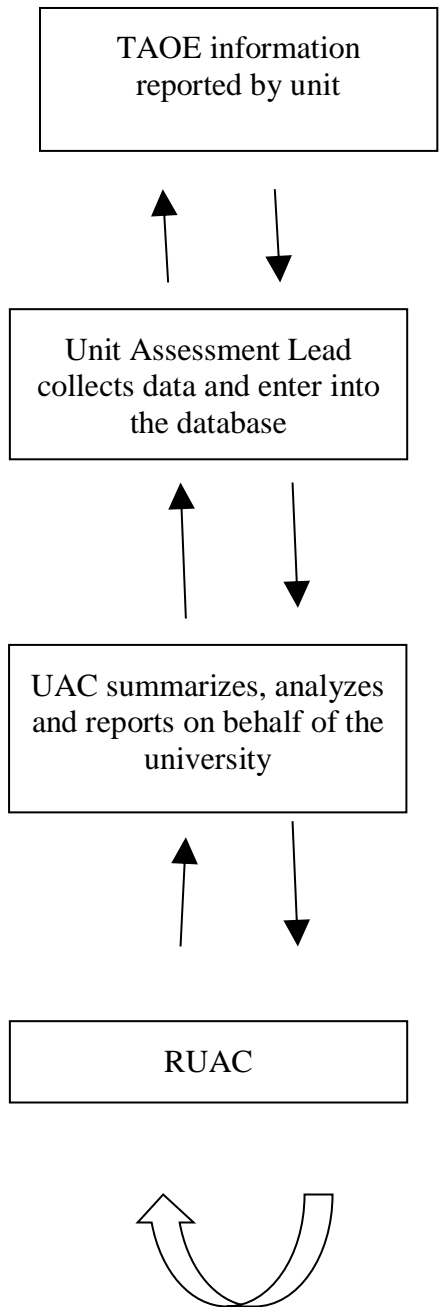
### Unit Assessment Lead

- Point of contact with University Assessment Committee for questions, guidance, and training needs
- Ensuring that their unit is progressing with plan activities
- Assisting in identifying training needs
- Accessing UAC resources as needed
- Completing Mid-Term and End of Semester reviews
- Collecting and submitting TAOE information and ensuring it is entered into the database



**SECTION V: TEMPLATE FOR ASSESSMENT OF OPERATIONAL EFFECTIVENESS - FLOW OF INFORMATION**

The Template for Assessment of Operational Effectiveness (TAOE) is the vehicle for reporting unit performance related to its operational effectiveness plan. All information submitted to the various reporting bodies will be shared publically. Our goal is complete transparency regarding university assessment processes and findings.



## SECTION VI: COMMUNICATION AND IMPLEMENTATION TIMELINE 2016-2017

See Sharepoint for current calendar---

<b>June 8 – 10, 2016</b>	Assessment Academy Team in Chicago for Team Session I
<b>June 27, 2016</b>	Draft plan due to HLC Assessment Academy Collaboration Network System
<b>June 13 – Aug 12, 2016</b>	UAC and Assessment Academy Team Finalize University Assessment Outline - Draft by July 13
<b>July 18, 2016</b>	UAC members begin communicating about Fall Semester mapping project
<b>Aug 15, 2016</b>	DRAFT assessment plan available for University community review & feedback.
<b>Aug 17, 2016</b>	DRAFT assessment plan presented as concept to APPC
<b>Sept 30, 2016</b>	Last day for community feedback
<b>Oct 12, 2016</b>	DRAFT plan to RUAC for affirmation
<b>Oct 14, 2016</b>	Revised plan to Provost & Cabinet for affirmation
<b>Oct 17, 2016</b>	Cabinet deliberation and affirmation
<b>Oct 28, 2016</b>	Affirmation vote requested from college faculty bodies by this date
<b>October 2016</b>	Mid Semester Check In on Mapping
<b>Nov 2016</b>	UAC and CETL Training Needs Assessment
<b>Dec 2016</b>	Map 1 and Map 2 are due
<b>Dec 2016</b>	End of semester check in
<b>Jan, 2017</b>	Start BI integration conversation
<b>Feb 1 – Mar 15, 2017</b>	Communication & Training for co-curricular units
<b>Mar, 2017</b>	Implementation for co-curricular units
<b>Mar 2017</b>	Mid semester check in on report one and two – co-curricular
<b>Mar, 2017</b>	Mid semester check in on report one and two - instructional
<b>May – June, 2017</b>	Communication & training for operational units
<b>June, 2017</b>	Implementation for operational units
<b>Sept, 2017</b>	UAC refines plan based on feedback from operational units

## SECTION VII: TRAINING PLAN

This training plan is contingent upon plan approval.

- 1) UAC will post white papers and SharePoint site information regarding assessment processes
- 2) UAC will conduct mid semester and final semester check-in with college committees or coordinators
- 3) UAC will work with units/departments to identify resources to provide the appropriate training at the request of the unit/departments in the following areas:
  - a. 2016-2017: Needs assessment of training needs - Key Performance Indicators
  - b. 2017-2018: Data reporting and collection methods
  - c. 2018-2019: Data interpretation and implementation of data-informed changes

### SECTION VIII: RESOURCES NEEDED

- Support for web presence and regular updates to web information (Spring 2018)
- Institutional research support related to data for annual university wide reporting (Spring 2018)

### SECTION IX: DESCRIPTION OF APPENDICES

#### **Appendix A: Higher Learning Assessment Academy Application**

This document details the University's articulated goals in its original application the HLC Assessment Academy.

#### **Appendix B: Template for Assessment of Operational Effectiveness (TAOE)**

The TAOE document is an MS Excel ® file that contains six tabs:

1. Map #1: Industry/professional standards, Key Values in Jesuit Higher Education and/or Regis Nine (ILOs) by unit's services / functions / programs to be measured.
  2. Planning Cycle Report
  3. Year #1 Report
  4. Year #2 Report
  5. Year #3 Report
- Map #1 will be completed for all units Spring 2017.
  - The Planning Cycle Report will be completed by all operational units Fall 2017
  - Year #1 Report will be completed by all operational units Spring 2018
  - Year #2 Report will be completed by all operational units Spring 2019
  - Year #3 Report and a new Planning Cycle Report will be completed by all operational units Spring 2020.