Integrating Assessment, Strategic Planning, and Budgeting Processes in Higher Education

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Address the disconnect
Accreditation
Better use of assessment results
More meaningful strategic plans
Better allocation of resources
LEARNING OUTCOMES

- Identify best practices for assessment, strategic planning, and budgeting processes.
- Evaluate the link between assessment, strategic planning, and budgeting processes at different levels.
- Adapt the linking framework to integrate assessment processes with strategic planning, resource allocation, and budgeting processes.
- Integrate assessment findings to inform institutional planning, budgeting and resource allocation processes.
<table>
<thead>
<tr>
<th>Academic Assessment</th>
<th>Non-Academic Assessment</th>
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</thead>
<tbody>
<tr>
<td>Program Learning Outcomes (PLO) Assessment</td>
<td>Unit Outcomes Assessment</td>
</tr>
<tr>
<td>Periodic Program Reviews (PPR)</td>
<td>Periodic Unit Reviews</td>
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<tr>
<td>Program Accreditation</td>
<td>External Review</td>
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</tbody>
</table>
INSTITUTIONAL ASSESSMENT

- Institutional Accreditation (ACCJC, HLC, MSCHE, NECHE, NWCCU, SACSCOC, WSCUC)
- Institutional Surveys
- Key Performance Indicators (KPIs)
Key Performance Indicator

Admissions (Selectivity, Yield)
Student Caliber
Diversity of Admitted Students

Metrics & Data Trends

Selectivity - Yield % by Admission Type and Level

Admissions By Level (Fall Semester)
Top-down Vs. Bottom-up Approach
INTEGRATED, STRATEGIC, AND ALIGNED

Institutional planning:

- Academic Planning
- Resource Planning (Human, Financial)
- Facilities/Physical Planning (Master)

# Linking Assessment and Budgeting

<table>
<thead>
<tr>
<th>Common Budgeting Models</th>
<th>Link to Assessment</th>
<th>Institutional Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incremental budgeting</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Formula-based budgeting</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td><strong>Zero-based budgeting (ZBB)</strong></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Responsibility center budgeting</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td><strong>Performance-based budgeting</strong></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Initiative-based budgeting</td>
<td>No</td>
<td>Yes</td>
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</table>
Integrate assessment with resource allocation

Zero-based budgeting (ZBB):
- Re-allocate resources among programs
- Time-consuming
  ➢ Apply ZBB on a periodic schedule (20% of units each year)
  ➢ Conduct Periodic Program Reviews (PPR) with a financial component can achieve same results as ZBB.

Prioritizing academic programs based on a set of criteria related to assessment and planning.

Proper reallocation of resources among programs will achieve strategic balance.

Evidence of strong linking of decisions based on assessment and budgeting.

DICKESON’S TEN CRITERIA FOR PROGRAM PRIORITIZATION

1. History; development and expectations of a program
2. External demand for the program
3. Internal demand for the program
4. Quality of program inputs and processes
5. Quality of program outcomes
6. Size, scope and productivity of the program
7. Revenue and other sources generated by the program
8. Costs and other expenses associated with the program
9. Impact, justification, and overall essentiality of the program
10. Opportunity analysis of the program
Stronger programs are allocated additional resources.

Weaker programs get a reduced budget or eliminated.
Delaware’s Study of Instructional Costs and Productivity

✓ Developed a planning document with planning goals and measurable objectives in different functional areas.
✓ Units became budget conscious, striving to maximize productivity and cost-effectiveness.

American University of Beirut developed a framework to integrate assessment, strategic planning, and budgeting.

AUB MODEL
The University Assessment Report is used for prioritizing:

- Capital Budget Requests
- Staffing/Hiring
- Resource Allocation
AUB model can be customized to fit the structure and needs of different colleges and universities.

It can be used to identify missing links within a university’s assessment practices, strategic planning, and budgeting.

Align the assessment, planning, and budgeting cycles:

- Adopt a **two-year timeline** where assessment data collected in one year is used to inform next year’s budget.
WHO IS INVOLVED?

- **Academic Assessment Unit**
  - coordinates the whole process
  - acts as the main repository for all assessment data

- **Institutional Assessment Committee**
  - reviews the university assessment report
  - approves improvement plans
  - identifies the highest-priority activities.

- **Support from top administration**
- **Buy-in of department chairs, faculty and directors.**
IDENTIFYING THE GAPS

- Most academic departments/units do not use assessment results in updating their departmental/unit strategic plans.
- Assessment results in the faculty assessment report are not reflected in the faculty strategic plans.
- Assessment data is not being used to update the institutional strategic plans.
  ➢ To address these gaps, AUB introduced processes which result in updated strategic plans at all levels based on assessment results.
The integration between assessment, planning and budgeting can improve the internal processes, functions and services and is usually required for accreditation.

Assessment results are better utilized for improvement and decision-making.

Strategic plans reflect the real needs and priorities of the institution.

Resources are distributed more effectively.
QUESTIONS