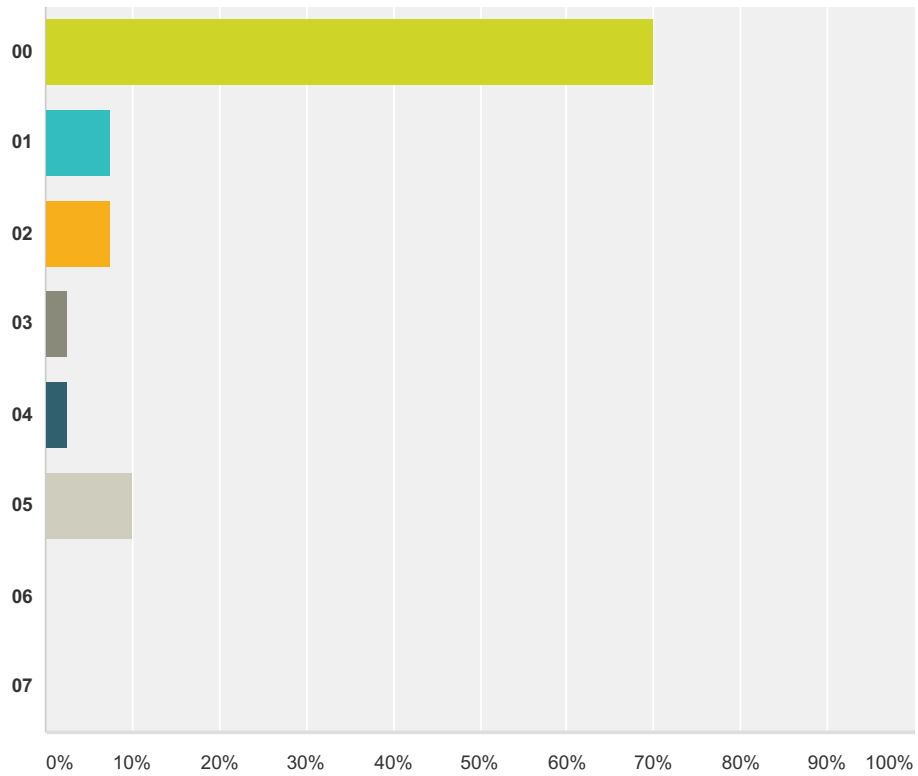


### Q1 Rater Number

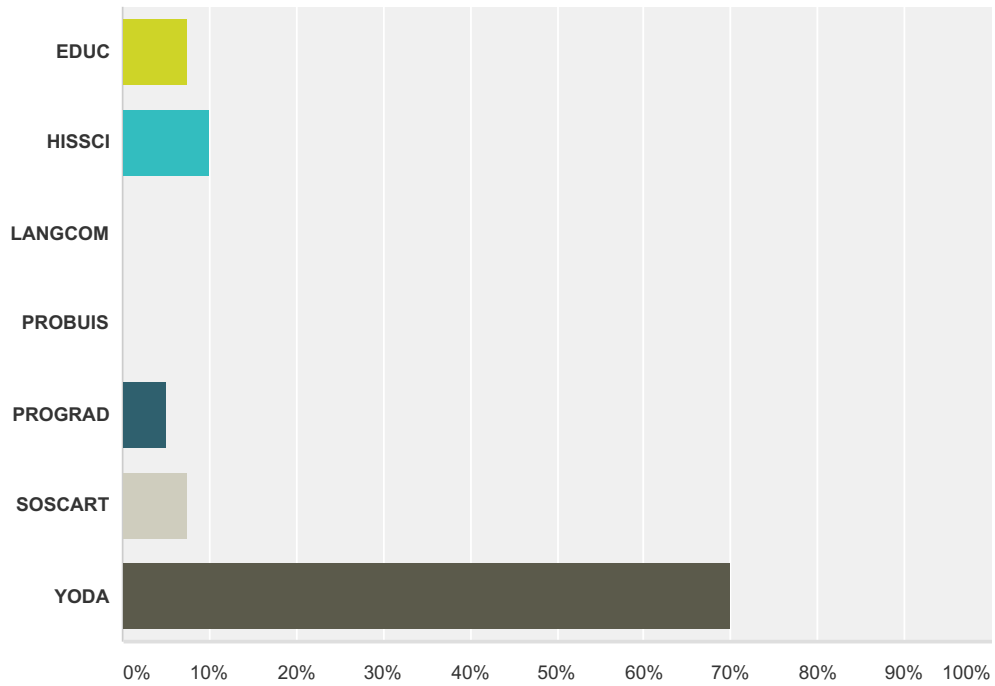
Answered: 40 Skipped: 0



Answer Choices	Responses	Count
00	70.00%	28
01	7.50%	3
02	7.50%	3
03	2.50%	1
04	2.50%	1
05	10.00%	4
06	0.00%	0
07	0.00%	0
<b>Total</b>		<b>40</b>

## Q2 Report Code.

Answered: 40 Skipped: 0



Answer Choices	Responses	Count
EDUC	7.50%	3
HISSCI	10.00%	4
LANGCOM	0.00%	0
PROBUIS	0.00%	0
PROGRAD	5.00%	2
SOS CART	7.50%	3
YODA	70.00%	28
<b>Total</b>		<b>40</b>

IE RUBRIC SANDBOX

**Q3 Department or Program**

Answered: 40 Skipped: 0

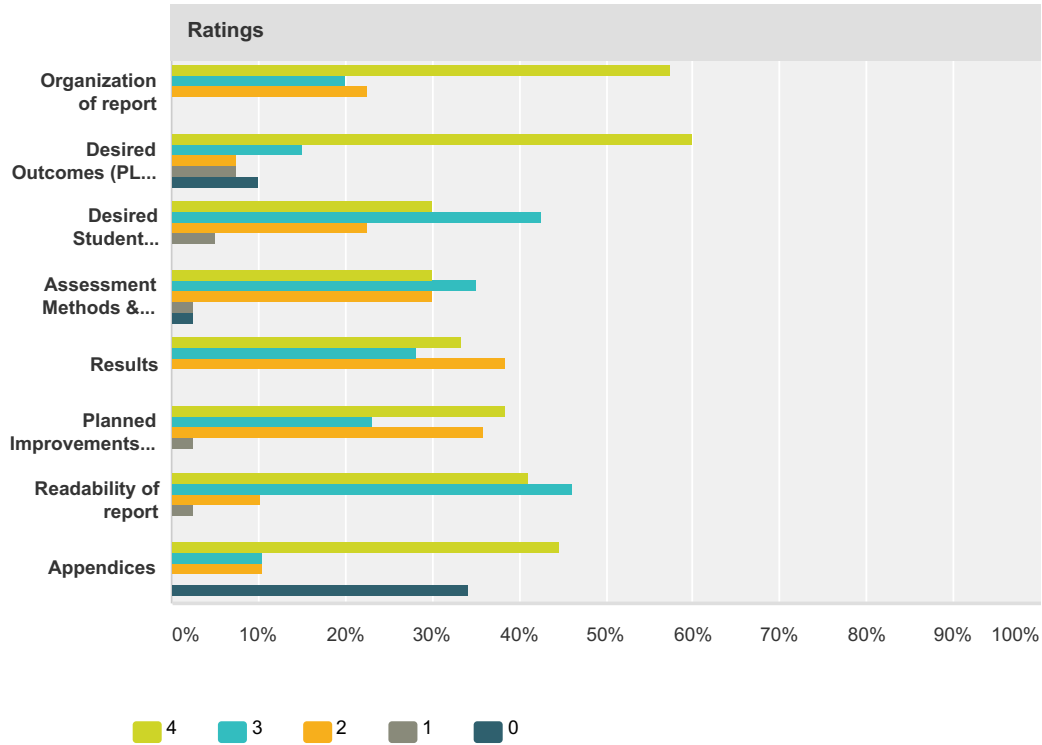
Answer Choices	Responses
Biology Department	5.00% 2
Business School -- BS in Computer Science	2.50% 1
Business School -- BS/BA in Economics	5.00% 2
Business School -- Masters of Business Administration	5.00% 2
Business School-- Bachelor of Business Administration	5.00% 2
Chemistry Department	5.00% 2
English Composition Program	2.50% 1
English Modern Languages Program	2.50% 1
English, Liberal Arts Program	2.50% 1
Fine Arts Department -- Music Industry	0.00% 0
Fine Arts Department -- Visual Arts	5.00% 2
Fine Arts Department -- Art Education	2.50% 1
Fine Arts Department--Theatre Arts	5.00% 2
History Department	5.00% 2
Honors Program	2.50% 1
Mass Communication Department	2.50% 1
Mathematics Department	2.50% 1
Physician Assistant Department	2.50% 1
Physics and Astronomy Department	5.00% 2
Political Science and Geography Department	2.50% 1
Psychology Department-- Bachelor of Science (B.S.)	5.00% 2
Psychology Department-- M.S. Applied Psychology & School Psychology	2.50% 1
School of Education	5.00% 2
School of Nursing -- MSN Family Nurse Practitioner	2.50% 1
School of Nursing -- MSN Nurse Educator Option	5.00% 2
School of Nursing -- Pre-licensure BSN	2.50% 1
School of Nursing -- RN to BSN Option	2.50% 1
Sociology Department	2.50% 1
Speech Program	2.50% 1
Other (please specify)	0.00% 0
<b>Total</b>	<b>40</b>

## IE RUBRIC SANDBOX

#	Other (please specify)	Date
	There are no responses.	

## Q4 Evaluate the report

Answered: 40 Skipped: 0



Ratings						
	4	3	2	1	0	Total
Organization of report	57.50% 23	20.00% 8	22.50% 9	0.00% 0	0.00% 0	40
Desired Outcomes (PLO Goals)	60.00% 24	15.00% 6	7.50% 3	7.50% 3	10.00% 4	40
Desired Student learning outcomes (SLO Goals)	30.00% 12	42.50% 17	22.50% 9	5.00% 2	0.00% 0	40
Assessment Methods & Procedures	30.00% 12	35.00% 14	30.00% 12	2.50% 1	2.50% 1	40
Results	33.33% 13	28.21% 11	38.46% 15	0.00% 0	0.00% 0	39
Planned Improvements based on assessment results--ACTION ITEMS	38.46% 15	23.08% 9	35.90% 14	2.56% 1	0.00% 0	39
Readability of report	41.03% 16	46.15% 18	10.26% 4	2.56% 1	0.00% 0	39
Appendices	44.74% 17	10.53% 4	10.53% 4	0.00% 0	34.21% 13	38

# IE RUBRIC SANDBOX

## Q5 Please put all comments here. Consider this a section for feedback.

Answered: 40 Skipped: 0

#	Responses	Date
1	This report is well written and includes all sections. It is explained precisely. The only suggestion I would have is to put a little more space between the Employer response section and the Completer response section in the survey appendix to make it a little easier to identify the change from the employer section.	6/14/2017 1:18 PM
2	Baseline data didn't seem to be indicated in the report.	6/13/2017 7:09 PM
3	In the initial results section on page 3, there is discussion about the national average. However, later the state average is given. Would it be helpful to discuss the state mean difference as well? In the Pre-Licensure BSN program there is a discussion regarding the SLOs and Assessment Methods, but I did not see results for any of the assessments that were listed except for the NCLEX-RN pass rate. Is something missing? I had difficulty understanding some of the terminology that was used. What does "grading score" mean. Also, I'm unsure of what the "liberal education courses" are that are being discussed throughout the report. Describe the clinical score evaluation form. Was the form validated and standardized by someone else or was it created by the department?	6/13/2017 4:57 PM
4	1. It is hard to evaluate the report. The Physics portion and the Industrial Engineering portions are very different. There is no portion for Astronomy. Too many large graphs. Smaller tables might be more concise. 2. PLO 5 not addressed. No prior years benchmarks. 6. SLO 5 refers to action plan stated under SLO 2. I find no action plan. 8. See 1.	6/13/2017 11:31 AM
5	2. There were no indirect measures. 3. There were no prior years data. 4. Some not using multiple traits. 5. PLOs 2, 3, 4 are not addressed. 7. There are many spelling errors	6/13/2017 10:56 AM
6	1. No indirect measures 2. Previous data only for Spring 2016 5. Table 3 is not aligned with the PLOs. 6. Under SLO action item 1 is not aligned with POLs	6/13/2017 10:46 AM
7	2. There were no indirect measures. 3. No prior years on benchmarks. 5. A number of places mentioned survey results. No list of questions used in surveys. 6. Most action items are rather vague; not linked to PLOs. 7. No appendices.	6/13/2017 10:31 AM
8	Excellent report in my opinion. The Executive Summary seems to be rather long (however, I do see there is a one page maximum, which I didn't think about when I judged the Theatre report).	6/12/2017 11:33 PM
9	The executive summary is too long. Also, under assessment results (number 1), the last sentence is unfinished. It seemed that some of the PLOs are too lengthy and could be broken down. For example, PLO three could be broken down into two separate PLOs.	6/12/2017 11:13 PM
10	Well done report. The executive report does a good job of indicating how the action plan from the last academic year was carried out. The . SLO's, assessments, and action plan, are clearly aligned. The use of italicized print to indicate change makes the readability of the report much easier.	6/12/2017 2:04 PM
11	Very well written report. All SLO, Assessment measures, and action plans are well aligned. All procedures for collecting and analyzing the data are clearly outlined. One of the best reports I have read.	6/12/2017 2:03 PM
12	Make sure it is clear which assessments measure which SLOs In all data tables make sure to delineate the N value in addition to percentages Make sure the action plan is clearly related to data findings from each SLO.	6/12/2017 2:02 PM
13	01. In your Program Mission Statement, the two statements were reversed. 02. The text for your PLOs were converted to a list. Please review the list to assure it is accurate and states what you would like it to state. 03. The paragraph at the beginning of the Assessment Methods section was moved to an appendix section at the end of the report. You also want to work toward not depending on grades as the sole indicator of a student learning outcome (i.e. B-level performance or A-level performance as a goal. Your assessment measures should depend more on rubrics, projects, and other similar items. You could say that 85% of the class will perform at or above the Exemplar level on a performance rubric, for example. 04. Please note the conference presentation SLOs can be problematic. You stated: SLO.5.0: 100% of senior Art Education majors will successfully complete presentations at both a national and state art education conference. Presenting at a conference does not tell you what a student Knows, how they Think, or what they can Do. I think it is different in Art since part of the major involves being able to present one's art.	6/8/2017 4:08 PM

## IE RUBRIC SANDBOX

14	01. Your PLOs must focus on what students should learn, understand, or appreciate as a result of their studies by the time they finish a program or a major. 02. You have to describe your targets and benchmarks in the Assessment Methods Section. I made some recommendations on your Word document. I set some of the targets at 80%. You can change this if you like. It is important to indicate that you had some expectation of how students would do (target) for each SLO. 03. There is a lot of information on faculty projects in the IE Report. Please focus on student learning and student outcomes. Much of the faculty information would fit better in an annual departmental report.	6/7/2017 10:14 AM
15	01. Be clear on the terms "target" and "benchmark" in your Executive Summary and throughout the report. I made the changes in most instances. Target is what you are shooting for and benchmark is what you are comparing the target to (what occurred in the past). 02. Be sure to provide examples when you make statements about Do you have a "for example" for this statement? What areas do they tend to struggle with? For example: Also, to address the weaknesses found in SLO 5 (conducting research using the scientific method), the department will emphasize those aspects students seem to struggle with the most according to the data. Clearly state those aspects where students seem to struggle and specifically how you intend to "address" the weaknesses found.	6/6/2017 12:34 PM
16	Some of your headings did not follow the template, but they were very clear. I used them headings as you listed them with some edits to titles. 01. Please be specific about the expectations and changes that you describe in your Executive Summary. See my tracked comments on your Word document. 02. In the General Education section of your Executive Summary, be more specific about targets, shortcomings, and improvements. 03. In the Student Learning Outcomes section, please indicate a benchmark for each SLO. 04. Please look at your SLO #2. I am not clear on what you are describing. Do you have a post-test being given in one set of courses for a Pre-test that was administered in another set of courses. Are these Part One and then Part Two courses? 05. Do you have targets and benchmarks for the Industrial Engineering Program? Do you have PLOs and an Executive Summary for the Industrial Engineering Program?	6/6/2017 10:46 AM
17	01. Look at your use of the terms benchmark and target. You appear to reference benchmark when you are discussing your goal (Target) Regarding our desire to ensure that students understand the theoretical underpinnings and science of behavior, we were successful in meeting our overall TARGET of 70% on the posttest exam in the areas of biological basis of behavior, social, developmental, experimental design, abnormal, and personality psychology. [p 1-2] 02. The columns and rows do not appear to match on Table 1: Student Learning Outcomes, Measures, and Targets for the Department of Psychology. [p 3] On Page 3, Assessment Results Student Learning Outcome 1: Understanding of Psychology Exit Exam Please state at the beginning of the paragraph if you met your target or not. This is what I see on page 5: Therefore, we achieved our expected target for three categories of knowledge, but did not achieve our target for another three. Is this the outcome of the assessment of SLO 1.0? If so, it needs to come earlier in the summary. 03. Some of the items in your action items section do not pertain to student learning: • Average presentations per faculty member • Average number of students per faculty member • Number of manuscripts submitted • # graduating • # full time faculty Please see tracked recommendations on the Word document.	6/5/2017 4:23 PM
18	01. The old report format was used. Do not include a title page. Start with Name of Program/Department:, Year:, and Name of Preparer:. 02. In your Executive Summary, please clarify the statement "The department added a questionnaire this year to better assess how completion of coursework impacted achievement results." If this is a survey, then be careful with terms like "impact" and "linked" since they imply a causal relationship. See my comments on your Word document. 03. Here is what you said that you planned to do in 2016-2017: the Department has implemented a process that utilizes rubrics, case studies, selected items from examinations, and laboratory projects. We will also continue to use indirect methods, where appropriate, to improve assessment of our Student Learning Outcomes. To what extent are you reporting on the outcome from these 2016-2017 Actions Items? 04. Your SLOs do not clearly state Targets and Benchmarks. The term benchmark is used for the concept of target throughout. Benchmark is what happened in the past and your target is what you expect to accomplish during this assessment cycle. 05. I am not real clear on how you assessed the outcomes for SLOs 3 & 4. The explanations and table are fine. However, try and simply state if you achieved your targets or not for each SLO. Then, make reference to the tables and use the explanations. 06. In your action item section, you have a lot of "future tense" statements. It would be more helpful to state what you have implemented based on the data as opposed to stating that there will be future discussion on what to do.	6/5/2017 12:00 PM

## IE RUBRIC SANDBOX

19	<p>01. Recommend that you add items to an appendix section if appropriate. 02. It is a key point that you make in the Action Items that "the Department determined that it needed to rely less on indirect methods of assessment from a single survey and more on objective means of evaluating student outcomes." 03. You also stated in the Action Items that "the Department in 2016-17 began to develop a rubric based on portfolios of student work, thereby allowing it to better monitor its success/failure in meeting SLO 1.0." Will you be able to deploy these objective items in 2017-2018? Do you have exams or quizzes that you could use? Exams and quizzes are not ideal, but they are a step up from a heavy reliance on the survey. 04. I adjusted your first two SLOs to read as follows: SLO 1.0 Would provide a positive endorsement of their ability be able to identify Primary sources. The benchmark target was that 80% or more of students would meet or exceed expectations in the survey results. The positive endorsement statement would indicate that you are using an indirect measure (survey) and that you are assessing an attitude/opinion and not knowledge or a competency. SLO 1.1 Would provide a positive endorsement of their ability be able to identify Secondary sources. The target benchmark was that 80% or more of students would meet or exceed expectations in the survey results. You have 11 SLOs. You may want to pick the best five or so and just use those. If two good ones could rely on the student report evaluation for 499, and the in-class evaluation for 299 (if these are direct measures) then three could be based on the survey. Just an idea.</p>	6/1/2017 4:30 PM
20	<p>01. Regarding the Organization of report, the old format was used. Also, some headings were incorrect. For example, the heading "Program Mission Statement and Program Learning Outcomes" are two separate headings. 02. You did not list any Program Learning Outcomes (PLOs). 03. SLOs listed as goals with numerous sub-objectives. Assessment methods were combined with the SLOs. There was not Assessment Methods section. 04. There are a number of suggested track changes on the Word document. Please review.</p>	6/1/2017 12:44 PM
21	<p>01. In the Executive Summary of Report, you state that you will "continue to develop an online SLO component of the Capstone course" and "launch early intervention SLO efforts that will target students before their senior years." Explain briefly why you believe the online component will improve outcomes and what the "early intervention SLO efforts" looks like. If this is related to the DUCK, focus more on what the DUCK diagnoses and less on the exam itself. What areas of chemistry does the DUCK suggest your students need to improve on? 02. Please consider adding an indirect Student Learning Outcome. 03. Does the DUCK Exam provide data on which areas of Chemistry your students are weak in? Instead of focusing on the DUCK, you should focus on any chemistry topics that are weak according to the DUCK? If possible, mention those topical areas by name---Organic Chemistry? Industrial Chemistry? 04. For the Action Items for SLO#4.0, you state that you will :further improve upon our delivery of lab safety and procedures to students." Please specify how you will do this.</p>	6/1/2017 10:02 AM
22	<p>I made a few formatting and structural recommendations. Please look them over and modify as you see fit. This was an excellent report.</p>	5/31/2017 5:00 PM
23	<p>I do not have any recommendations to enhance the 2016-2017 Graduate Psychology IE Report. It should be posted as submitted.</p>	5/31/2017 3:24 PM
24	<p>01. The "Executive Summary of Report" is out of order. The first section after the Program/Year/Preparer Section is the Program Mission followed by the PLO section and then the Executive Summary. 02. SLOs describe in concrete terms what PLOs mean. SLO statements identify what students will be able to demonstrate, produce or represent as a result of what and how they have learned in a program. Please list a course or courses where the students will be able to demonstrate competency in the objective that you have listed. 03. Assessment methods must have targets and baselines. If there are no baselines (first time for course or activity) state that the course or activity are being assessed for the first time. 04. Results must describe outcomes from the assessment of your SLOs. Looking for percentages or level of performance data here. 05. Planned improvements must be based on what you learned in the results section. If you achieved your target, state that and your plans. If not, state what you plan to do to meet the Target next year. 06. The course change information made the report hard to follow. 07. Send the information listed in your appendix section or include it in the report.</p>	5/31/2017 1:37 PM
25	<p>01. Could you expound on your PLOs? I put the upgrade that you sent last year on the tracked Word document. 02. In the Assessment Results section, it would be helpful if a summary statement could precede the tables. 03. In the Action Items section, are the statements linked to the SLOs that you evaluated in the report? Action Items • Discuss specific department/program changes that will be made as a result of the results. • Relate action items to student learning outcomes. 04. You could move some of the longer tables to an appendix section and summarize the information in the body of the report.</p>	5/31/2017 12:31 PM
26	<p>No comments or recommendations. Excellent Report. If you could add supporting documentation to an appendix section, it would be helpful for the reader.</p>	5/31/2017 11:13 AM



## IE RUBRIC SANDBOX

27	<p>01. Your report deviates from the IE Report template. If you would like to put the introductory paragraph into an Executive Summary, you could keep the information. I don't recommend that you retain the statement "IE reports were not submitted for Academic Years 2014-15 or 2015-16, though some relevant data were collected" in your report. We had worked on reconstructing your 2015-2016 IE Report last year. 02. Your report does not contain an "Executive Summary of Report" section. 03. I copied and pasted the Student Learning Outcomes (SLOs), Assessment Methods, Assessment Results, and Action Items sections from the end of your report. Be sure to state your targets in the SLO section. 04. In the assessment methods section, you state "An exit survey of Honors thesis readers..." Who completes the exit survey? If you have readers and the form is more like a scoring rubric, you can call it an assessment rubric and this could become a direct measure of learning. 05. Please clarify how the Honors thesis committee and Exit Survey are used to assess your SLOs. Instead of stating that all outcomes exceeded the target, specify each outcome with the actual percentage in the results section. 06. Starting on page five (5), you will see the comment "This information should NOT be included in your IE Report." While the information may be valuable for a "year end" report for your program, the IE Report has a focus on student learning outcomes. The IE Report has to focus on What students KNOW, how they THINK, and what they can DO. Recruitment and retention goals do not fit that scope.</p>	5/31/2017 10:41 AM
28	<p>01. Please do not include the cover sheet. The report starts with the Institutional Effectiveness Report heading centered on the first page. This is followed by Name, Year, Preparer, Mission, PLOs, and so on. 02. Indicate your benchmarks for each SLO. Your target is 2.5. for the benchmark, state what was achieved last year. You stated the information in the Executive Summary, but not in the text: (see below) For SLO 4, students responded to this statement: "My English courses have helped me learn how to see how literature serves a purpose beyond the purely aesthetic and helps define cultural and personal identities." 22 out of 27 (81%) strongly agreed, and 5 out of 27 (19%) agreed. No student disagreed. This result improved on last year's "strongly agree" average of 72.7%. This example had 100% positive endorsement (81% + 19%). What was the total for strongly agreed + agreed last year? 03. You are putting far too much information in your Methods section. It appears that you are putting the elements of your scoring system--1, 2, 3, &amp; 4--in the actual report. It makes for very long assessment description. I reduced that information and suggested that you place the scoring elements in an appendix. 04. You should not make a new section for the indirect measure. This information should be from an SLO above. You could have SLO 5, 6, 7 to cover the indirect measure. You put "A. Exit Survey and Interviews" in the document. This information should be from a SLO earlier in the document. It should not constitute a new section. 05. Under Action Items, Discuss specific department/program changes that will be made as a result of the results. Relate action items to student learning outcomes.</p>	5/24/2017 5:38 PM
29	<p>01. Under the Student Learning Outcomes (SLOs), there are no targets and benchmarks listed. In the Results section, be sure you do not use benchmark when you mean target. 02. If you are using the 2.5 criteria for your direct measures, that needs to be more clearly stated at the beginning of the methods section. It appears that the first reference to 2.5 is in the Assessment Results section. 03. Regarding the Readability of report, even though the report was concise, it contained unnecessary information that made it difficult to follow at times.</p>	5/24/2017 11:39 AM
30	<p>01. Program Mission Statement missing 02. Program Learning Outcomes (PLOs) missing 03. Executive Summary of Report missing 04. It would be helpful if the report could provide more detail on assessment methods. For example, in the fourth item in the methods section, it is stated that "Students develop a research question that incorporates active teaching-learning strategies." How will this assignment be graded? 05. If you have supporting documentation, include it in the appendix section.</p>	5/24/2017 9:08 AM
31	<p>01. Add the Mission Statement, PLOs, and Executive Summary to the report. 02. In the Assessment Methods section, please provide more detail on how various assignments will be graded. 03. In the Action Item Section, please relate action items to specific student learning outcomes.</p>	5/23/2017 5:00 PM
32	<p>01. Program Mission Statement missing 02. Program Learning Outcomes (PLOs) missing 03. Executive Summary of Report missing 04. In the Action Item section, for the nine assessment results you reported, please indicate which ones are tied to each action item. For example, the "The format of classes will remain a weekly format so that students are aware of what assignments are due, so that assignments will not be missed or submitted late." is a change being made to address which of the nine items listed above. Link an action to an outcome from the results section. 05. If you have supporting documentation, include it in the appendix section.</p>	5/23/2017 3:33 PM
33	<p>01. You have two student learning outcomes. We are recommending that each program have at least four SLOs. 02. Adjustments were made to you SLOs to make them more measurable. You are using the word "benchmark" where the term "target" should be used throughout your report. 03. Adjustments were made to your methods and results section to reflect changes made in the SLO section. 04. In your action item section, you need to go beyond speculation of "possible changes" and state "Based on the data, the Speech Program will take the following steps in 2016-2017 to improve student outcomes in this area. First..... Next, ..... Be specific to what you plan to do to improve outcomes next year based on the data from this year [Since you are completing the 2015-2016 Report here, your 2016-2017 report will be an enhancement of this information. Add the online form as plans for 2017-2018].</p>	5/23/2017 12:54 PM

## IE RUBRIC SANDBOX

34	<p>1. I copied information from the larger report that you sent to this individual program report. Please verify that the Mission is appropriate for this program. 2. Make sure that your Executive Summary provides an overview of the learning outcomes from the IE Report and not events in the department or program. 3. In the assessment methods section, please be more specific about how you plan to grade the student. In one example, you state that a presentation will be used but not how it will be graded. In another example, you state that NURS 409 will use a "Population-Focused Nursing and Healthcare Policy - State of the Union Assignment; Discussion Board 1 assignment. It would be helpful if you could state how the Discussion Board will be graded. Simply saying "using a department rubric" would suffice 4. In the Results section, be sure to restate each numbered student learning outcome and discuss assessment results for each SLO and the relationship of results to the targets and benchmarks. It is very important to state whether your target was achieved. 5. For the Action Items, discuss specific department/program changes that will be made as a result of the findings and relate your action items to the stated student learning outcomes. This is closing the loop.</p>	5/18/2017 4:14 PM
35	<p>In the Executive Summary--Instead of making reference to action items here, provide brief statements on how the SLOs came out. With your 75% target for each SLO, what did you actually find?</p>	5/17/2017 12:14 PM
36	<p>1. No appendix section. Please add supporting documentation to an appendix section, if appropriate. 2. Define the AOL acronym in your Executive Summary. 3. Baseline/benchmark and Target are used interchangeably. Recommend that you use benchmark to refer to a standard or point of reference against which things may be compared or assessed. Your Target is what you hope to achieve and your benchmark is the standard that you compare the target to--percent change, increase by, etc. This is an excellent report. I made a few editorial changes (tense, spacing, etc.). Structurally, this was an excellent report. I made tracked changes on the Word document.</p>	5/17/2017 11:47 AM
37	<p>1. Report is not in proper order based on template provided. 2. Executive Summary of Report-- Summarize the IE report by including the main points from each section. Provide an overview of your SLOs, Assessment Methods, Assessment Results, and action items. Please use a paragraph format and not the current bullet points. 3. Are you reporting on outcomes from any indirect assessments? You make reference to indirect assessments but I do not see any SLOs for them. 4. It is very important to state whether your target was achieved in the results section. 5. Please check your results for SLO six (6). If your pass rate for the fall was 60% and 100% for the spring, the overall pass rate would be <math>(60 + 100) / (2) = 160 / 2 = 80</math>. The target for goal six was 80%. Where did you get 75% from? 6. Excellent job. Please review the suggested edits.</p>	5/16/2017 12:50 PM
38	<p>1. We are recommending that each program have at least four SLOs. 2. Under Assessment Methods, SLO 2.0 is far too wordy. Suggested cuts were made. 3. Under Action Items, SLO 2.0, You achieved 80% last year. That becomes your benchmark. If you want to use the average of the past two years, that would be fine. Add 60 to 80 and get 140. Divide that by two and get a new benchmark of 70% covering the past two years. That would be a more valid benchmark. More stable. 4. Under Action Items, try to add additional measures such as a research project graded by a departmental rubric or some other type of artifact that goes beyond exam questions or exams. 5. Add appendices to your report--Sample of embedded questions, etc. 6. Let's add an indirect measure for next year--an opinion survey that I can help you develop. I recommend that you make it one of your actions items for next year.</p>	5/15/2017 4:01 PM
39	<p>Student Learning Outcomes (SLOs)-- Present each outcome in a numbered list. Economics majors at FMU will: SLO #1: Analyze problems related to economics problems, such as: monetary and fiscal policy, environmental policy, international economics and data analysis. For Assessment Results --Restate each numbered student learning outcome and discuss assessment results and the relationship of results to targets and benchmarks.</p>	5/11/2017 3:05 PM
40	<p>Discuss targets and benchmarks for each student learning outcome. You did not state the benchmarks for your SLOs. (for example: The percentage of students achieving Exemplary Status on the Departmental Presentation Rubric for the major project will increase by 25 %, (Baseline = 60%). Here is what you said last year germane to the baseline: SLO 1.0: Students in Mass Communication 110 will perform, on average, at the 80% level or above when classifying salient aspects of current trends and issues in mass communication by performing at the 80% level (baseline = 60%) on the departmental post-test. It is very important to state whether your target was achieved for each SLO in the results section. If you did not achieve the target level, you should state in the Action Items why you think the target was not achieved and the plan to correct the performance level during the next academic year. There were a few issues with stating "showed 91% improvement" instead of stating "improved their scores based on the posttest assessment" throughout your report. Those were corrected. Include a copy of the Work Site Supervisor Ratings of Interns form and any other rubrics developed in the appendix section.</p>	5/4/2017 11:38 AM

## IE RUBRIC SANDBOX

## Q6 Upload the IE Report Here

Answered: 30 Skipped: 10

#	File Name	File Size	Date
1	IE Report Education 16-17.docx	25.4KB	6/14/2017 5:18 PM
2	2017 - Nursing IE Report.docx	47.1KB	6/13/2017 8:57 PM
3	Art Education IE REPORT 2016-17 McM Edits.docx	52.9KB	6/8/2017 8:08 PM
4	IE Report Theatre Program 2017 McM Edits 7 June 2017.docx	594.9KB	6/7/2017 2:14 PM
5	Sociology IE Report 2016-2017 McM Edits 6 June 2017.docx	2.5MB	6/6/2017 4:34 PM
6	2016-17 Physics IE Report McM Edits 6 June 2017.docx	1.8MB	6/6/2017 2:46 PM
7	2016-2017 Undergraduate Psychology IE Report McM Edits 5 June 2017.docx	79.9KB	6/5/2017 8:23 PM
8	Biology IE report 2016-2017 (2) McM Edits.docx	508.7KB	6/5/2017 4:00 PM
9	2016-17 IE Report-revised McM Edits 1 June 17.docx	32.4KB	6/1/2017 8:30 PM
10	IE Math Program Report 2016-17 McM Edits.docx	52.7KB	6/1/2017 4:44 PM
11	Chemistry Department IE Report B 2016-2017 McM Edits 1 June 17.docx	52.3KB	6/1/2017 2:02 PM
12	Business BBA IE Report 2016-2017 McM Edits 31 May 2017.docx	72.8KB	5/31/2017 9:00 PM
13	2016-2017 IE Report Graduate Psychology (F).docx	169.9KB	5/31/2017 7:24 PM
14	FMU_Institutional Effectiveness Report_PADEPT McM Edits.docx	42KB	5/31/2017 5:37 PM
15	School of Education Institutional Effectiveness Report McM Edits 31 May 2017.docx	35.3KB	5/31/2017 4:31 PM
16	Computer Sciences Institutional Effectiveness Report 16-17 (F).docx	35.2KB	5/31/2017 3:13 PM
17	2017 Honors IE report McM Edits 31 May 2017.docx	58.3KB	5/31/2017 2:41 PM
18	BA_Liberal Arts Program IE ReportIE Report 2016-2017 McM Edits 24 May 2017.doc	128KB	5/24/2017 9:38 PM
19	2016-2017 IE Report_Composition_Final McM Edits 24 May 2017.docx	128.1KB	5/24/2017 3:39 PM
20	2016-2017 IE Report MSN Family Nurse Practitioner McM Edits 24 May 2017.docx	25.3KB	5/24/2017 1:08 PM
21	2016-2017 IE Report MSN Nurse Educator McM Edits 23 May 2017 1700.docx	21.7KB	5/23/2017 9:00 PM
22	2016-2017 IE Report RN-BSN McM edits 23 May 2017.docx	23.9KB	5/23/2017 7:33 PM
23	2015-2016 Speech IE Report McM edits 23 May 2017.docx	36.7KB	5/23/2017 4:54 PM
24	2016-2017 IE Report Pre-Licensure BSN McM Edits.docx	26.1KB	5/18/2017 8:14 PM
25	IE REPORT 2016-17 English Modern Languages McM Edits 2 May 2017.docx	48.1KB	5/17/2017 4:14 PM
26	Business MBA IE Report 2016-2017 McManus Edits 17 May 2017.docx	27.8KB	5/17/2017 3:47 PM
27	IE Visual Arts 2016 2017 11 MAY 2017 1510 HOURS MCM Edits 16 May 2017.docx	166.1KB	5/16/2017 4:50 PM
28	IE 2016-2017 Political Science McM Edits 15 May 2017.docx	21.8KB	5/15/2017 8:01 PM
29	Business Economics Program IE Reports 2016-2017 Working 11 May 2017 1500 Hours.docx	53.9KB	5/11/2017 7:05 PM
30	MCOM Institutional Effectiveness Report 2016-2017 4 May 2017 McM edits.docx	32.4KB	5/4/2017 3:38 PM