



Institutional Effectiveness Workshop

CONSTRUCTING AN EFFECTIVE IE REPORT

The Institutional Effectiveness Report:

- Focus is student learning outcomes and results to allow for program improvements
- Internal yardstick of success for programmatic changes
- Allows for examination and revision of program goals
- May be evaluated by SACSCOC team

Why These Sessions:

- Provide and explain
 - a template for what should be included in the IE report
- Streamline reports so we have consistency across programs
- Provide the information necessary for SACSCOC review
- Help preparers avoid unnecessary content & wasted time
- Help make the process of generating IE reports easier
- Eliminate frustration

1. Title of Department/Program:

Year:

Name of Preparer:

2. Executive Summary of Report

- Summary of items discussed in the report
- One page maximum
- Do not include items that are not in the report
- Write this part of the report last!

3. Program Mission Statement

- Limit to one short paragraph
- More general or broad



School of Education Mission Statement:

Francis Marion University's School of Education, where teaching and learning are the highest priorities, prepares professional educators in the Pee Dee region and beyond, for a rapidly changing, complex, and diverse society through the acquisition of knowledge, and the processes of reflection, assessment, collaboration, and critical thinking.

Chemistry Department Mission Statement:

The mission of the chemistry department is to provide a dynamic and inquiry based curriculum in chemistry that provides knowledge and skills needed for students to be successful in their professional and life-long endeavors. Accordingly, the department offers introductory, foundation, and in-depth chemistry courses that satisfy the liberal arts requirements, pre-professional, basic chemistry degree, or the American Chemical Society approved degree. The department encourages undergraduate research and forming ties within the scientific community.

History Department Mission Statement:

The mission of the History Program is to train the intellect and to prepare students for lives of personal enrichment and constructive achievement. The study of history comprises the elements of liberal education: the acquisition of knowledge, the nurturing of understanding, and the development of perspective on oneself and one's society. The reconstruction of the human past conveys an appreciation of cultural contexts and traditions, and it enhances critical thinking and communication skills. The major in history provides a broad understanding of the development of various cultures throughout the world. History Faculty engage in scholarship and research and serve in various ways the university and the local community

4. Program Learning Outcomes

- Should align with Mission
- Can include outcomes (goals) not related to student learning
- Should include outcomes (goals) related specifically to student learning



School of Education Program Learning Outcomes

The School of Education prepares competent and caring teachers.

I. Competent teachers possess

A. Knowledge of content in their area of teaching

B. Professional knowledge and skills

1. Ability to plan instruction

2. Ability to apply skills and knowledge in a clinical setting

3. Ability to cause learning in P-12 students

4. Ability to assess learning and learners

5. Ability to work with children of poverty

6. Ability to use technology

II. Caring teachers possess Professional Dispositions

A. Exhibits professional attributes

B. Respects the Learning Process in demonstrating instructional /assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.

C. Upholds Ethical and Professional Standards

D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.

E. Shows respect for colleagues, P-12 students, faculty and staff

5. Student Learning Outcomes

- Each should align with one or more program learning outcome (goal)
- Should be presented in a numbered list
- Should include outcomes(s) related specifically to student learning
 - What skills/characteristics should students specifically possess?
 - Each should be stated in measurable terms



School of Education Learning Outcomes

From the mission statement and conceptual framework, there are several primary learning outcomes that can be outlined for the School of Education. These goals are aligned with the Knowledge, Skills, and Dispositions outlined by the Council of Accreditation for Education Preparation (CAEP):

1. School of Education candidates will be able to **exemplify** proficiency in content knowledge of education courses. (Knowledge)
2. School of Education candidates will be able to **reflect** on the needs of P-12 students. (Skill)
3. School of Education candidates will be able to **assess** P-12 student learning. (Skill)
4. School of Education candidates will be able to successfully and positively **collaborate** with various educational professionals. (Attitudes)
- ~~5. School of Education faculty will excel in teaching, scholarship, and service.~~

Not a learning outcome

School of Mathematics Program Learning Outcomes with Student Learning Outcomes
for Each Goal (PLO)

Goal 1: Every student will be proficient in the elementary computational techniques in the calculus course sequence. ←

Goal (PLO) is general

Outcome 1: Students will **demonstrate** competence to **calculate** derivatives and **use** them in various applications, such as optimization or related rates problems (Math 201/499). ←

Outcome (SLO) gets more specific and measurable.

Outcome 2: Students will demonstrate competence to calculate integrals and use them in various applications, such as area, volume, or average value of a function over an interval(Math 202/499).

Outcome 3: Students will demonstrate competence to calculate convergence of series and use them in various applications, such as polynomials to approximate functions (Math 203/499).

Outcome 4: Students will demonstrate competence to calculate gradients and partial derivatives and use them in various applications (Math 306/499).



School of Mathematics Program Learning Outcomes with Student Learning Outcomes
for Each Goal (Continued)

Goal 2: Every student will develop the ability to understand and construct elementary proofs.

Outcome 1: Students will be able to read and understand elementary proofs (Math 230/311).

Outcome 2: Students will be able to determine what constitutes a mathematical proof (Math 230/311).

Outcome 3: Students will be able to write elementary proofs (Math 230/311).

Goal 3: Students will be able to use appropriate technology to solve mathematical problems.

Outcome 1: Students will be able to read computer programs to model various mathematical applications (Math/CS 212 or 226).

Outcome 2: Students will be able to write computer programs to model various mathematical applications (Math/CS 212 or 226).

Writing Effective Student Learning Outcomes

“Students will **develop an understanding** of psychology as the science of behavior and experience and will obtain an understanding of the major theories and issues of the discipline.”

Suggestion:

“develop an understanding” is not measurable; add a clause like “develop an understanding of psychology....by [measurable verb]....etc., etc.

For example: The statement Students will develop an understanding of psychology...**becomes...Students will be able to discuss and describe the history and systems in psychology.**

Measurable Verbs

- ✓ Add
- ✓ Analyze
- ✓ Apply
- ✓ Approximate
- ✓ Build
- ✓ Classify
- ✓ Collect
- ✓ Communicate
- ✓ Compare
- ✓ Compute
- ✓ Connect
- ✓ Consolidate
- ✓ Construct
- ✓ Contrast
- ✓ Convert
- ✓ Create
- ✓ Describe
- ✓ Determine
- ✓ Develop
- ✓ Display
- ✓ Divide
- ✓ Draw
- ✓ Estimate
- ✓ Examine
- ✓ Explain
- ✓ Extend
- ✓ Evaluate
- ✓ Find
- ✓ Formulate
- ✓ Graph
- ✓ Identify
- ✓ Interpret
- ✓ Investigate
- ✓ Justify
- ✓ Label
- ✓ List
- ✓ Locate
- ✓ Make
- ✓ Model
- ✓ Monitor
- ✓ Multiply
- ✓ Organize
- ✓ Plot
- ✓ Produce
- ✓ Recognize
- ✓ Reflect
- ✓ Select
- ✓ Show
- ✓ Simplify
- ✓ Solve
- ✓ State
- ✓ Subtract
- ✓ Translate
- ✓ Understand
- ✓ Use
- ✓ Write

Writing Effective Student Learning Outcomes

- Make them concise.
- Make them measurable.
- Make sure the assessment measures your stated learning outcome.
- Make them short term.

Writing Effective Student Learning Outcomes

“Students will **feel confident in their ability** to critically evaluate and research chemical information.”

Suggestion:

Simply cut it to ‘students will evaluate and research chemical information’...then a rubric can be developed to assess this outcome.

Writing Effective Student Learning Outcomes

“School of Education faculty will excel in teaching, scholarship, and service.”

“Utilize the liberal education courses as the cornerstone for study and practice of professional nursing.”

Suggestion*:

Both of these might be examples of program goals but not student learning objectives. Yes, we want our faculty to excel, and yes, we want our curriculum to line up with our program goals and mission. They should be listed in the “Program Goals” section of the report, just not as student learning objectives.

Writing Effective Student Learning Outcomes

Provide safe, effective and compassionate care to all individuals and groups **across the lifespan** based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.

Suggestion:

“Provide safe, effective and compassionate care to all individuals and groups.” Cut the SLO right here; then some sort of instrument (checklist) can be used to measure if they are providing this kind of care.

6. Assessment Methods

- RESTATE each student learning outcome
- EXPLAIN the method(s) used to assess that outcome (both direct and indirect)
- EXPLAIN the procedure or method(s) used to assess that outcome
- DISCUSS the baseline and benchmark for each learning outcome and justification for the benchmark---What have you updated or enhanced that should produce the percent change you are using as a target?

6. Assessment Methods

Know

Think

Do

6. Assessment Methods

- Direct Assessment* - Gathers evidence about student learning based on student performance that demonstrates the learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local or external criteria. Examples are written assignments, classroom assignments, presentations, test results, projects, logs, portfolios, and direct observations. (Leskes, 2002)
- Indirect Assessment* - Acquiring evidence about how students feel about learning and their learning environment rather than actual demonstrations of outcome achievement. Examples include surveys, questionnaires, interviews, focus groups, and reflective essays. (Eder, 137)

* See Resources on Assessment Terminology in Report Template:

<http://www.apus.edu/community-scholars/learning-outcomes-assessment/university-assessment/glossary.htm>

Direct Assessment Methods

Goal 3: Students will be able to use appropriate technology to solve mathematical problems.

Outcome 1: Students will be able to read computer programs to model various mathematical applications (Math/CS 212 or 226).

Outcome 2: Students will be able to write computer programs to model various mathematical applications (Math/CS 212 or 226).

Assessment: Instructors of computer programming courses will provide samples of student solutions to relevant problems of other work to demonstrate the ability to use appropriate technology to solve mathematical problems. Student solutions will be evaluated based on the Likert-scale (1 = does not meet faculty expectations; 2 = meets faculty expectations; 3 = exceeds faculty expectations).

Direct Assessment Methods

Outcome: Students will create a professional quality portfolio of their work, submit work to juried exhibitions, pen their own artist's statements, and participate in the Senior Art Exhibition complete with professional display.

Assessment: Portfolio Development and Review is approached using two methods.

- An external adjudicator from a school with a similar art program has been solicited periodically since 1996 to review the graduating senior exhibition(s). The artwork is reviewed first hand as are the student generated exhibition brochures and artist statements. (needs to specify measure or benchmark)
- Students within the Visual Communication discipline participate in an additional external critique and portfolio review. Professionals in the industry conduct these critiques, usually at a site off campus. (needs to specify measure or benchmark)

Direct Assessment Methods

A business case is given to graduating seniors in the capstone BUS 458 Strategic Management class.

...The case was used to assess the following learning objectives:

1. Written Communication
2. Critical Thinking
3. Global Awareness
4. Ethics
5. Creativity

The student presentations in BUS 458 were videotaped and assessed for the learning objective below:

1. Oral Communication

Twenty students were randomly selected to be assessed for the six learning objectives.

Each of the six learning objectives have rubrics and three faculty members independently assessed each learning objective. ...The rubric for each learning outcome contain multiple criteria and the median score for each is taken as the score for a student. The median scores are summarized, and depending on the score, student performance (for each learning objective)is classified into three categories:

1. Below Expectations
2. Meets Expectations
3. Above Expectations

7. Assessment Results

- RESTATE each numbered student learning outcome
- DISCUSS assessment results
- DISCUSS relationship of results to benchmarks
- INDICATE if the target (benchmark) was achieved or not

8. Action Items

- Discuss program changes that will be made based on the results
 - Include a timeframe for any future changes
- Actions should be specific
- Actions should relate to student outcomes
- Actions should be included for all outcomes falling below the benchmark (target).

The Institutional Effectiveness Report:

- Focus is student learning outcomes
- Internal yardstick of success for each program
- Allows for examination and revision of program goals
- Evaluated by SACSCOC team

Keep in Mind

- This document focuses on learning outcomes for students
- This report is NOT designed to measure whether the course curriculum in a program fits program goals
- This report is NOT designed to measure activity of the faculty, publishing, attending conferences, etc.
- If the program conducts student surveys at the end of the program, only the results related to the stated learning outcomes should be discussed in the report. The entire survey may be included as an appendix with the relevant questions highlighted.
- Students' average grades in courses, number of students passing a course, or number graduating from a program are not learning outcomes nor do they measure learning outcomes.

Helpful Suggestions:

- Start with only 3-5 student learning objectives.
- Start small and you can build on it as you go along.
- Pick things that are measurable. If there is more than one way to measure each outcome - even better.
- Write the Executive Summary last