# Institutional Effectiveness

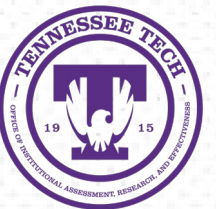# SACSCOC Reaffirmation Report: 2025

Standard 7.3  : Administrative Support Services
Standard 8.2a: Educational Programs
Standard 8.2b: General Education
Standard 8.2c: Academic and Student Services

- Will include 3 years of IE Reports for each Academic Program, Academic/ Student Services AND Administrative Support Services (FY2023, FY2024, & FY2025)

# Beyond accreditation and accountability

The intent behind institutional effectiveness is *continuous improvement*.

- o What can we do to **improve** our programs and services?

- o How can we best apply our limited resources in the delivery of our programs and services?

The key to a successful institutional effectiveness process is *good documentation*.

- o How can we measure and demonstrate progress?

# IE Assessment Committee

## Institutional Effectiveness Report Review Rubric

| | | 1 – Developing | 2 – Good | 3 – Exemplary |
|---|---|---|---|---|
| **Definition of Unit** | **Mission** | | | |
| | **Mission Statement** | No Mission Statement or statement does not identify the program/unit's purpose and functions. | Identifies program/unit's purpose and functions. | Clear and concise statement that articulates the specific functions of the program and differentiates itself from other units. |
| **Outcomes** | **Define Outcomes** | | | |
| | **Reasonable** | Too few outcomes (<3 outcomes) or too many outcomes (>10) for the unit to successfully manage. | A collection of 3-5 outcomes have been identified. | A collection of 3-5 outcomes have been identified and directly relate to function of program. |
| | **Measurable & Specific** | Outcomes are unclear with no specific audience or clearly measurable behavior. | Outcomes are measurable stating <u>what</u> will be assessed (Behavior). | Outcomes are clear and measurable stating <u>what</u> will be assessed (Behavior) AND <u>who</u> should be assessed (Audience)<br><br>Outcomes may also specify <u>when/how</u> outcome will be assessed (Context), and to <u>what degree</u> improvement is expected (Degree). |
| | **Assessment Methods** | | | |
| | **Types of Measures** | No direct measures identified. Outcomes are only assessed with indirect measures. (e.g. voluntary survey). | Most outcomes assessed with direct measures. Direct measures evaluate actual samples of work or performance of unit (e.g. exams, papers, portfolios, funding, students served, etc.). | All outcomes assessed using at least one direct measure and additional measures (direct or indirect) are discussed. |
| | **Alignment Between Measure & Outcomes** | No relationship between outcomes and measures. | Measures generally relate to outcomes but lack specificity in | Measures directly address the outcome or components of outcome including specific |

# Highlights from 2022-23 IEAC Review

## OUTCOMES TEMPLATES

|                        | Developing | Good | Exemplary |
|------------------------|------------|------|-----------|
| Measurable & Specific  | 18%        | 37%  | 46%       |
|                        |            |      |           |
| Data Collection        | 30%        | 42%  | 27%       |
| Criteria for Success   | 24%        | 68%  | 8%        |

# Highlights from 2022-23 IEAC Review, continued

## RESULTS/ANALYSIS TEMPLATES

|  | Developing | Good | Exemplary |
|---|---|---|---|
| **Presentation of Results** | 14% | 53% | 32% |
|  |  |  |  |
| **Analysis of Results** | 40% | 28% | 32% |
| **Program Improvement** | 50% | 34% | 16% |

# Priorities from 2022-23 IEAC Review

- Assessment Methods

  o Types of Measures: Is there at least one **direct** measure?

  o Alignment Between Measure & Outcomes: What is being measured and how does that information help to make formative decisions about the outcome?

  o Data Collection: How, when, and/or where are data being collected?

- Criteria of Success (Threshold for Performance)

  o Each assessment method should have a desired target level of performance

  o Each desired target should have justification

- Narrative in the Results/Analysis

  o *We will cover this more thoroughly in the Spring '24 training sessions.*
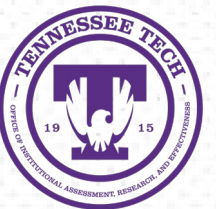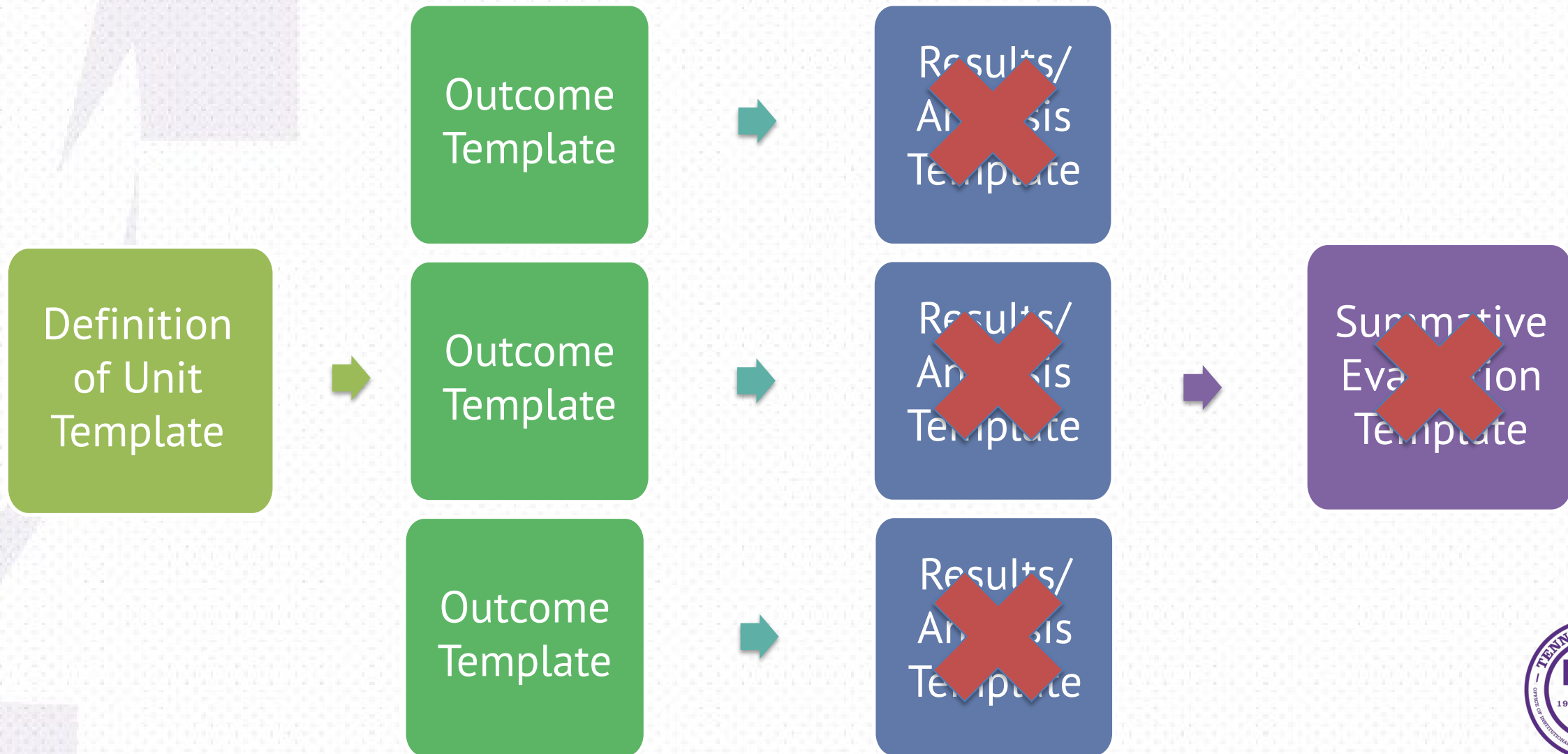
# Workshop Priorities

OUTCOME TEMPLATE
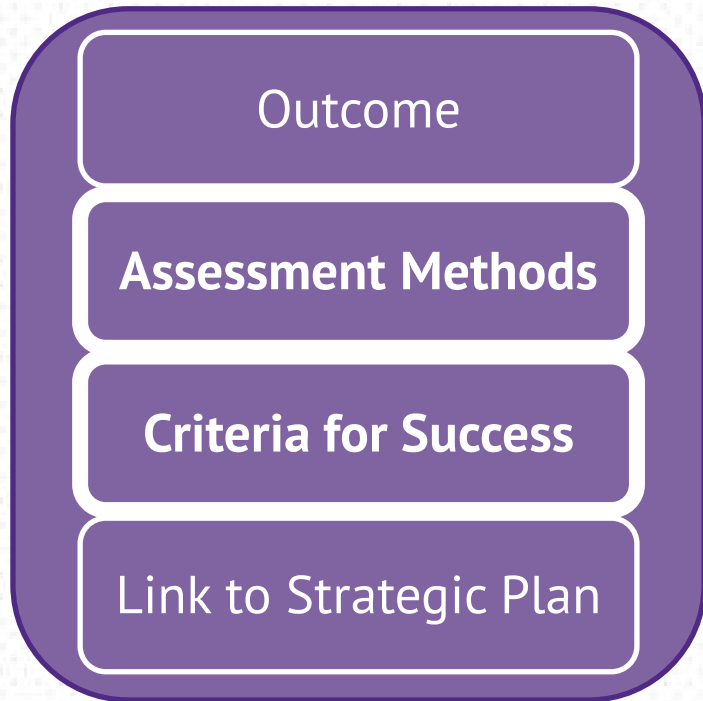
Documented in Campus Labs

Outcome

**Assessment Methods**

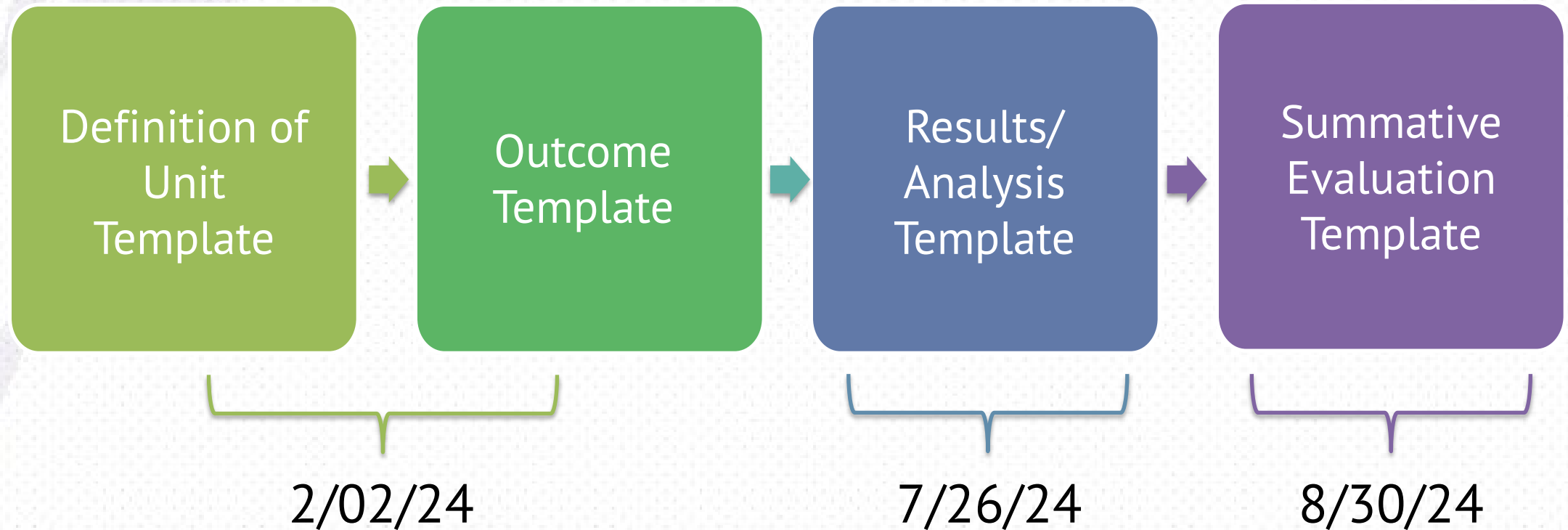**Criteria for Success**

Link to Strategic Plan

- 1 Definition of Unit template
  - Updates to Curriculum Map (if needed)
  - Signed Off

- 3-5 Outcome templates
  - Revised Outcome Statements, Assessment Methods, and/or Criteria for Success (as needed)
  - Signed Off

# Campus Labs Rollover for 2023-24

# Timeline for the IE Process

| Definition of Unit Template | Outcome Template | Results/ Analysis Template | Summative Evaluation Template |
|---|---|---|---|

2/02/24                    7/26/24              8/30/24

# Assessment Methods

Definition

- o Assessment method – methodologies/data to determine whether the expected outcome was realized
- o Criteria for Success– a target or threshold used to determine a successful outcome

Questions to ask

1. What information is needed to evaluate progress on the outcome? (Alignment)
2. How will that information be collected and how often? (Data Collection)
3. How will the unit know if an outcome has been met? (Criteria for Success)

# Types of Assessment Methods

## Direct Assessments

Evaluates *actual* performance

Enrollment and Graduation Rates

Response Time

Efficiency/Productivity Rates

Major Field Assessments

Research, Thesis, or Capstone projects

## Indirect Assessments

Evaluates *perceived* performance

Satisfaction Survey

Exit Interviews

Focus Group

Course Evaluations

Syllabi & Curriculum Analysis

*All SLOs should include at least one direct assessment.*

*Most Program Outcomes should include at least one direct assessment.*

# Selecting Assessment Methods

- Assessment method should align with or directly address the intended outcome
- Results of the assessment method should be:
  - Specific and usable
  - Built on current data collection processes
  - Easily interpreted/unambiguous
  - **Explained using relevant narrative**
- Use multiple assessment tools when able
  - ! Remember: Each outcome should have *at least one* <u>direct</u> assessment method.

# Assessment Methods—Description

- Each assessment method should include a brief description of the measure and the capacity for formative information.

- Questions to ask:

    1. What does the assessment measure?

    2. How does that information help to make formative decisions about the outcome?

    3. When and how is the data collected?

    4. What attachments might support assessment alignment or data collection?

# Criteria for Success

Criteria for Success–used to determine the successful completion of an outcome, for example:

- o Students will improve on the critical thinking assessment to 100% of the university average.
- o Student participation will increase by 5% over the next 3 years.
- o More than 80% of faculty will complete the IDEA objective selection form.

Are they measurable?

# Justification for Chosen Criteria

- Once your chosen target has been identified, it is important to briefly explain why that desired target was chosen.

    o In alignment with the Council for the Advancement of Standards in Higher Education (CAS) standards for Collegiate Recreation Programs, Part 8.1, Campus Recreation will collaborate with at least two campus partners to host programs that raise awareness on health, wellness, and well-being.

    o Based on the recommendation from the CAC Advisory Committee, the CAC will increase the total number of communications by 10% to provide more opportunity for the CAC to steward relationships with alumni.

# EXAMPLE: OUTCOME ASSESSMENT PLAN

**Office of New Student and Family Programs**

| Program Outcome | Assessment Methods | Criteria for Success |
|---|---|---|
| Parents and students who attend first-year orientation programs will illustrate that the programs provided them with sufficient information on Academic Requirements, Financial Aid, and Dining Services with 80% responding favorably to the SOAR Student and Parent Evaluation. | Students and parents complete the SOAR Student and Parent Evaluations at the conclusion of their respective orientation programs. The survey asks an array of questions covering the program and collects both qualitative and quantitative data for analysis and programmatic improvements. | Students will respond favorably to survey questions.<br><br>Parents will respond favorably to survey questions. |

**Assessment Methods considerations:**

1. Is this assessment method <u>clearly</u> aligned with the outcome?
   a. What does the assessment measure?
   b. How does that information help to make formative decisions about the outcome?

Other considerations:

1. Is there at least one direct assessment method?
2. Are there other assessment methods that could be added?

**Criteria for Success considerations:**

1. Does each Criteria for Success have an explanation for why it was chosen?

Other considerations:

1. Does each assessment method have an identified Criterion for Success?
2. Is the identified Criteria for Success aligned with the assessment method?

| Alignment with Strategic Goals | |
|---|---|
| | 'Education for Life' |
| | 'Innovation in all We Do' |
| 3a | 'Exceptional Stewardship' |
| | 'Engagement for Impact' |

# IMPROVED: OUTCOME ASSESSMENT PLAN

**Office of New Student and Family Programs**

| Program Outcome | Assessment Methods | Criteria for Success |
|---|---|---|
| Parents and students who attend first-year orientation programs will illustrate that the programs provided them with sufficient information on Academic Requirements, Financial Aid, and Dining Services with 80% responding favorably to the SOAR Student and Parent Evaluation. | SOAR Student and Parent Evaluation: Students and parents complete the SOAR Student and Parent Evaluations at the conclusion of their respective orientation programs. The survey asks an array of questions covering the program and collects both qualitative and quantitative data for analysis and programmatic improvements.<br><br>Selected questions for evaluation:<br><br>• The Academic College/ Dept Meetings allowed me to understand my major requirements, identify academic resources to support my success, and finalize my course schedule.<br>• After attending the "University Finances 101" meeting, I have a better understanding of financial aid and fee payment processes and deadlines.<br>• The Dining presentation helped me identify meal plans and dining options on campus. | The Enrollment Management Executive Team has established the following criteria for the SOAR Student and Parent Evaluation: Students:<br>• 90% of students will complete the evaluation<br>• At least 80% of participants will respond favorably (agree or strongly agree) with selected questions.<br>Parents:<br>• 60% of parents will complete the evaluation<br>• At least 80% of participants will respond favorably (agree or strongly agree) with selected questions. |

| Alignment with Strategic Goals | |
|---|---|
| | 'Education for Life' |
| | 'Innovation in all We Do' |
| 3a | 'Exceptional Stewardship' |
| | 'Engagement for Impact' |

# EXAMPLE: OUTCOME ASSESSMENT PLAN

**Crawford Alumni Center**

| Program Outcome | Assessment Methods | Criteria for Success |
|---|---|---|
| PO2: Increase in Communication<br><br>The Crawford Alumni Center will demonstrate an increase in communication (feature stories, social media posts and emails) to constituents by tracking an increase of 10% as compared to fiscal year 22-23. | Communication (feature stories, social media posts and emails) is provided by CAC staff and reported on the University Advancement dashboard quarterly. | Increasing the total number of communications by 10%. |

| Alignment with Strategic Goals | |
|---|---|
| | 'Education for Life' |
| | 'Innovation in all We Do' |
| | 'Exceptional Stewardship' |
| 4d | 'Engagement for Impact' |

**Assessment Methods considerations:**

1. **Is this assessment method <u>clearly</u> aligned with the outcome?**
   a. **What does the assessment measure?**
   b. **How does that information help to make formative decisions about the outcome?**

Other considerations:

1. Is there at least one direct assessment method?
2. Are there other assessment methods that could be added?

**Criteria for Success considerations:**

1. **Does each Criteria for Success have an explanation for why it was chosen?**

Other considerations:

1. Does each assessment method have an identified Criterion for Success?
2. Is the identified Criteria for Success aligned with the assessment method?

# IMPROVED: OUTCOME ASSESSMENT PLAN

Crawford Alumni Center

| Program Outcome | Assessment Methods | Criteria for Success |
|---|---|---|
| PO2: Increase in Communication<br><br>The Crawford Alumni Center will demonstrate an increase in communication (feature stories, social media posts and emails) to constituents by tracking an increase of 10% as compared to fiscal year 22-23. | To evaluate an increase in communication, the CAC will analyze the following measures:<br>• The total number of communications (feature stories, social media posts, emails, etc.) provided by the CAC will be tracked via a spreadsheet and reported on the University Advancement dashboard quarterly.<br><br>• Using social media data analytics, the CAC will track the number of people reached with social media posts once a month. | • Based on the recommendation from the CAC Advisory Committee, the CAC will increase the total number of communications by 10% to provide more opportunity for the CAC to steward relationships with alumni.<br><br>• The CAC hopes to reach 10% more people via social media to ensure the Advisory Committee's requested increase in communication is effective. |

| Alignment with Strategic Goals | | |
|---|---|---|
| | 'Education for Life' | |
| | 'Innovation in all We Do' | |
| | 'Exceptional Stewardship' | |
| 4d | 'Engagement for Impact' | |

# EXAMPLE: OUTCOME ASSESSMENT PLAN

**Business Administration MBA**

| Program Outcome | Assessment Methods | Criteria for Success |
|---|---|---|
| Student Learning Outcome 2: Students will demonstrate awareness of ethical implications of business decisions. | • COMP-XM Exam - Students will complete the CAPSIM Business Simulation and the accompanying COMP-XM exam.<br>• Exit Survey – The exit survey provides an indirect measure of graduate student progress. | • COMP-XM Exam – At least 75% of our students will attain a COMP-XM score of at least 70%.<br>• Exit Survey - The average score on each item will be above 5.0. |

| Alignment with Strategic Goals | |
|---|---|
| 1d | 'Education for Life' |
| | 'Innovation in all We Do' |
| | 'Exceptional Stewardship' |
| | 'Engagement for Impact' |

**Assessment Methods considerations:**

1. **Is this assessment method <u>clearly</u> aligned with the outcome?**
   a. **What does the assessment measure?**
   b. **How does that information help to make formative decisions about the outcome?**

Other considerations:

1. Is there at least one direct assessment method?
2. Are there other assessment methods that could be added?

**Criteria for Success considerations:**

1. **Does each Criteria for Success have an explanation for why it was chosen?**

Other considerations:

1. Does each assessment method have an identified Criterion for Success?
2. Is the identified Criteria for Success aligned with the assessment method?

# IMPROVED: OUTCOME ASSESSMENT PLAN

**Business Administration MBA**

| Program Outcome | Assessment Methods | Criteria for Success |
|---|---|---|
| Student Learning Outcome 2: Students will demonstrate awareness of ethical implications of business decisions. | • COMP-XM Exam - Students will complete the CAPSIM Business Simulation and the accompanying COMP-XM exam. **The simulation measures overall integrative knowledge through a balanced scorecard approach. To align with SLO 2, the following section on the exam is included:**<br>   o **COMP-XM Ethical, Legal, and Social Responsibility**<br>• Exit Survey - The exit survey provides an indirect measure of graduate student progress, **using a 7-point scale (Strongly Disagree – Strongly Agree). To align with SLO 2, the survey includes the following prompts:**<br>   o **Please rate your level of agreement to the following statements, upon completing the MBA program**<br>      ▪ **I can handle complex ethical issues in business**<br>      ▪ **I am sensitive to legal, social, and political environments in which business operates.** | • **COMP-XM Exam – To ensure students clearly understand the ethical implications of business decisions, the Business Administration MBA program leaders expect that at least 75% of students will attain a COMP-XM score of at least 70% on the Ethical, Legal, and Social Responsibility section.**<br><br>• **Exit Survey – To ensure that students are confident in their ability to make ethical business decisions, the Business Administration MBA program leaders expect that the average score for the items related to ethics in business on the exit survey will be above 5.0.** |

### Alignment with Strategic Goals

| | |
|---|---|
| 1d | 'Education for Life' |
| | 'Innovation in all We Do' |
| | 'Exceptional Stewardship' |
| | 'Engagement for Impact' |

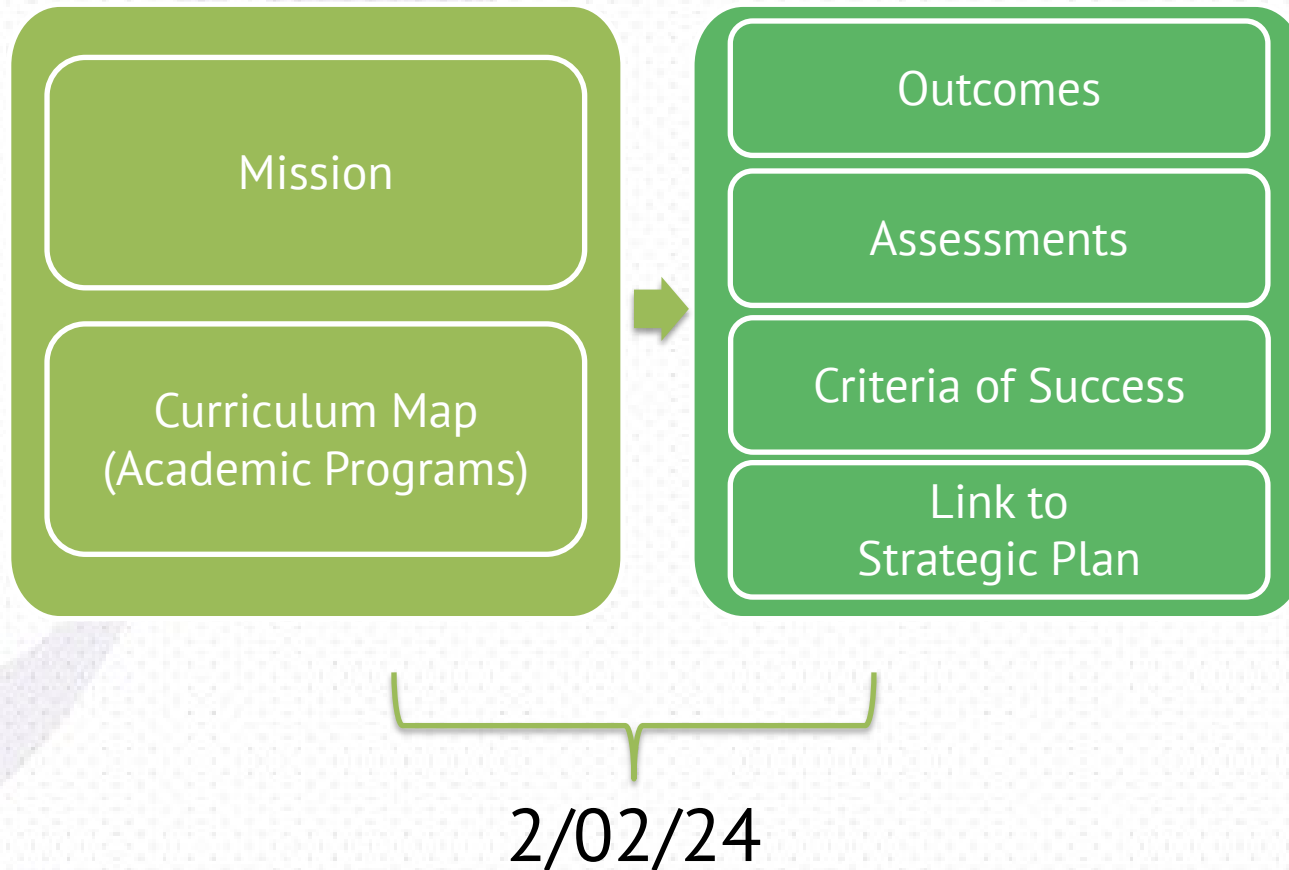# Revising Outcomes Templates

1. Are outcomes clearly stated establishing who and what will be assessed?

2. For each assessment:

   a) Is there at least one *direct* assessment method identified?

   b) Is additional information needed to describe how the assessment provides formative information for outcome progress?

   c) Is the data collection process well-defined?

   d) Is it clear how the department will know if the outcome is met?

   e) Is justification for the desired target been clearly identified?

# Timeline for Reporting

**February 2ⁿᵈ Deadline**

Mission

Curriculum Map
(Academic Programs)

Outcomes

Assessments

Criteria of Success

Link to
Strategic Plan

2/02/24

Documented in Campus Labs

- 1 Definition of Unit template
  - Updates to Curriculum Map (if needed)
  - Signed Off
- 3-5 Outcome templates
  - Revised Outcome Statements, Assessment Methods, and/or Criteria for Success (as needed)
  - Signed Off

# Contact Information

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