

EXAMPLE: RESULTS & ANALYSIS

Office of Institutional Assessment, Research, and Effectiveness

Program Outcome		Assessment Methods	Criteria for Success
PO 1: The IARE office will improve the course evaluation response rates to 50% by providing additional messaging and support for faculty.		IDEA Course Evaluations are administered through Campus Labs each semester. - The response rate for course evaluations is calculated for each course evaluation administration in the Fall, Spring, and Summer. Response rate information is shared in a report for Deans and Chairs in the Fall and Spring semesters. - The non-response rate evaluates the number of courses with no student responses (0% response rate)	- IARE has set a threshold of 50% for the 2022-23 academic year. IARE has established a target goal of 70% per IDEA and Campus Labs guidance. - IARE has set a threshold for non-response courses (0% response rate) to be no more than 3%.
Alignment with Strategic Goals			
	‘Education for Life’		
	‘Innovation in all We Do’		
3A	‘Exceptional Stewardship’		
	‘Engagement for Impact’		
Results and Analysis		Use of Results to Improve Outcomes	
IDEA achieved a 47% response rate in Fall Semester 2022, which does not meet the threshold of 50%.		IARE will continue to work to improve response rates. We will work with Academic Affairs to communicate with faculty, chairs, and deans.	
IDEA achieved a 4% non-response rate in Fall Semester 2022, which does not meet the threshold of 3%.			

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IDEA Response Rate – Institution Level <table><tr><td></td><td>2020</td><td>2021</td><td>2022</td></tr><tr><td>Spring</td><td>33%</td><td>40%</td><td>46%</td></tr><tr><td>Fall</td><td>38%</td><td>46%</td><td>47%</td></tr></table> While there have been noted improvements in IDEA response rates, IARE has not met the threshold of 50%. Additional messaging and reports began in Fall Semester 2021 and contributed to a significant improvement. IDEA Non-Response Rate – Institution Level <table><tr><td></td><td>2020</td><td>2021</td><td>2022</td></tr><tr><td>Spring</td><td>8%</td><td>7%</td><td>6%</td></tr><tr><td>Fall</td><td>6%</td><td>4%</td><td>4%</td></tr></table> Similarly, while there have been improvements in the percentage of courses with no student responses, IARE has not met the threshold of 3%. Attached is the response rate report distributed to deans and chairs with a break down by college and department.									2020	2021	2022	Spring	33%	40%	46%	Fall	38%	46%	47%		2020	2021	2022	Spring	8%	7%	6%	Fall	6%	4%	4%	IARE will continue to make faculty aware of course evaluations though Academic Affairs messaging and by sharing response rate reports with Deans and Chairs. Response rates indicate that messaging and sharing of reports has significantly improved results since this process began in Fall 2021. In an effort to continue this improvement, IARE will begin sharing non-response rate reports with Deans and Chairs beginning Fall 2023. These reports will seek to identify and generate awareness of areas with a high degree of non-response courses.							
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EXAMPLE: RESULTS & ANALYSIS

English BA Academic Unit

Student Learning Outcome		Assessment Methods				Criteria for Success																										
Students graduating with a degree in English will employ their capacity to write and speak clearly with 85% of students scoring “Very Good” or above in each relevant rubric category of the ENGL 4995-Senior Colloquium Oral Presentation.		ENGL4995-Senior Colloquium Rubric: A rubric was developed in 2012-13 to assess student oral presentations in our departmental capstone course, English 4995-Senior Colloquium. This presentation is a culminating project focused on historical traditions in British Literature. The rubric was used to assess presentations in the capstone. Relevant Rubric Categories: • Student presented using correct diction, syntax, usage, grammar, and mechanics. • Student used few fillers and maintained an extemporaneous style. • Speaker dynamics, eye contact, and attire were appropriate for the purpose and context of the presentation. • Student created a welcoming environment for audience interaction, including dialogue and questions, where appropriate				ENGL4995-Senior Colloquium Rubric: • 85% of students will score “Very Good” or above in each relevant rubric category																										
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Fall22-Spr23: English 4995 – Senior Colloquium <table><tr><td></td><td>Poor</td><td>Fair</td><td>Very Good</td><td>Excellent</td></tr><tr><td>Diction & Grammar</td><td>10%</td><td>5%</td><td>65%</td><td>20%</td></tr><tr><td>Extemporaneous Style</td><td>5%</td><td>20%</td><td>50%</td><td>25%</td></tr><tr><td>Speaker Dynamics</td><td>0%</td><td>5%</td><td>70%</td><td>25%</td></tr><tr><td>Audience Interaction</td><td>0%</td><td>0%</td><td>70%</td><td>30%</td></tr></table> Only 75% of students were scored as Very Good or Excellent in Extemporaneous Style.						Poor	Fair	Very Good	Excellent	Diction & Grammar	10%	5%	65%	20%	Extemporaneous Style	5%	20%	50%	25%	Speaker Dynamics	0%	5%	70%	25%	Audience Interaction	0%	0%	70%	30%	With only 75% of students scoring at the desired level on Extemporaneous Style, the English department is planning to provide additional support to students in the Fall 2023 semester.		
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English 4995 – Senior Colloquium: Percent of Students Very Good or Excellent <table><tr><th></th><th>2018-19</th><th>2019-20</th><th>2020-21</th><th>2021-22</th><th>2022-23</th></tr><tr><td>Diction & Grammar</td><td>86%</td><td>88%</td><td>87%</td><td>83%</td><td>85%</td></tr><tr><td>Extemporaneous Style</td><td>70%</td><td>58%</td><td>55%</td><td>56%</td><td>75%</td></tr><tr><td>Speaker Dynamics</td><td>94%</td><td>96%</td><td>89%</td><td>92%</td><td>95%</td></tr><tr><td>Audience Interaction</td><td>95%</td><td>100%</td><td>100%</td><td>98%</td><td>100%</td></tr></table> Students continue to perform above threshold on Diction and Grammar, Speaker Dynamics, and Audience Interaction. The department will continue to monitor Diction and Grammar as student progress hovers around the threshold level. Extemporaneous Style continued to fall below threshold, but the Department is making progress.					2018-19	2019-20	2020-21	2021-22	2022-23	Diction & Grammar	86%	88%	87%	83%	85%	Extemporaneous Style	70%	58%	55%	56%	75%	Speaker Dynamics	94%	96%	89%	92%	95%	Audience Interaction	95%	100%	100%	98%	100%	While Extemporaneous Style did not meet threshold, there was significant improvement in student learning. In Fall 2022, the English Department began offering a peer review presentation session for interested students. The practice session allowed students to present to fellow students enrolled in Senior Colloquium and to receive feedback from peers prior to capstone presentation. Students involved in the practice session performed significantly better than students who did not attend. These peer review sessions will continue to be offered in Fall 2023 and Spring 2024. Based on these positive results, the department may require student participation in peer review sessions as a component of the capstone experience.	
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EXAMPLE: RESULTS & ANALYSIS

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. Selected questions for evaluation:		SOAR Student and Parent Evaluation: Students: 90% of students will complete the evaluation - At least 80% of participants will respond favorably (agree or strongly agree) with selected questions. Parents: 60% of parents will complete the evaluation - At least 80% of participants will respond favorably (agree or strongly agree) with selected questions.																																									
Alignment with Strategic Goals		- The Academic College/ Dept Meetings allowed me to understand my major requirements, identify academic resources to support my success, and finalize my course schedule. - After attending the “University Finances 101” meeting, I have a better understanding of financial aid and fee payment processes and deadlines. - The Dining presentation helped me identify meal plans and dining options on campus.																																											
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Student Evaluations: Percent Favorable <table><tr><td></td><td>18-19</td><td>19-20</td><td>20-21</td><td>21-22</td></tr><tr><td>Academic Meetings</td><td>91%</td><td>89%</td><td>91%</td><td>90%</td></tr><tr><td>University Finances</td><td>75%</td><td>76%</td><td>82%</td><td>88%</td></tr><tr><td>Dining Services</td><td>92%</td><td>94%</td><td>91%</td><td>93%</td></tr></table> Parent Evaluations: Percent Favorable <table><tr><td></td><td>18-19</td><td>19-20</td><td>20-21</td><td>21-22</td></tr><tr><td>Academic Meetings</td><td>93%</td><td>91%</td><td>93%</td><td>92%</td></tr><tr><td>University Finances</td><td>65%</td><td>67%</td><td>78%</td><td>89%</td></tr><tr><td>Dining Services</td><td>90%</td><td>86%</td><td>89%</td><td>91%</td></tr></table> Students and Parents are satisfied with the SOAR orientation program.				18-19	19-20	20-21	21-22	Academic Meetings	91%	89%	91%	90%	University Finances	75%	76%	82%	88%	Dining Services	92%	94%	91%	93%		18-19	19-20	20-21	21-22	Academic Meetings	93%	91%	93%	92%	University Finances	65%	67%	78%	89%	Dining Services	90%	86%	89%	91%	Students and Parents are highly satisfied with the SOAR orientation program. The Office of New Student and Family Programs will continue monitoring student and parent perceptions of orientation.		
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