

Timeline for 2023-24AY Institutional Effectiveness (IE) Process

Note: Dates represent DEADLINES

Fall 2023

AUGUST

08/31/23: **Academic Programs/Student Services**: Submit 2022-23AY IE Reports.

SEPTEMBER

09/01/23: **IE Director**: Identify primary contacts for Academic Programs/Student Support Services and confirm those that will be required to submit an IE report for the 2023-24AY.

09/19/23: **IE Committee**: Discuss 2022-23AY IE Report review procedures/criteria.

09/29/23: **IE Committee**: Complete the review of the 2022-23AY IE Reports. Provide Academic Programs/Support Services the opportunity to review and/or revise IE reports [as needed].

OCTOBER

10/13/23: **Academic Programs/Student Services**: Complete any revisions to the 2022-23AY IE Reports as required by the IEAC members.

10/16/23: **IE Director**: Rollover the 2023-24AY IE Report templates (Definition of Unit & Outcomes templates) and initiate training workshops that address Outcomes.

NOVEMBER-DECEMBER

11/17/23: **IE Director**: Conclude Campus Workshops on the 2023-24AY IE Report.

12/08/23: **IE Director**: Publish 2022-23AY IE Reports on IARE website.



Spring 2024

FEBRUARY

02/02/24: **Academic Programs/Student Services**: Review/Update and Sign Off on the **Definition of Unit & Outcomes** templates for 2023-24AY IE Reports

02/16/24: **IE Director**: Complete review of **Definition of Unit & Outcomes** templates for Academic Programs/Support Services. Launch training workshops that address Results/Analysis and provide individualized sessions based on content and/or trends identified in the committee review.

APRIL

04/05/24: **IE Director**: Conclude training workshops and/or individualized sessions on the content and/or trends identified during the review process.

04/19/24: **Academic Programs/Student Services**: Complete any revisions to Definition of Unit & Outcomes content, as required.

JULY

07/26/24: **Academic Programs/Student Services**: Complete **Results/Analysis** templates for 2023-24AY IE Reports (i.e., 'Sign Off' on Results/Analysis and Use of Results in CampusLabs).

07/29/24: **IARE Director**: Follow-up with any programs that have not signed off their **Results/Analysis** templates.

AUGUST

08/30/24: **Academic Programs/Student Services**: Complete **Summative Evaluation** template for 2023-24AY IE Reports (i.e., 'Sign Off' on Summative Evaluation and Assessment Plan Changes in CampusLabs).

08/30/24: **IARE Director**: Follow-up with any programs that have not signed off their **Summative Evaluations**.

Note: Published by IARE on May 10, 2023.

Note: CampusLabs was rebranded as Anthology in 2021 fall, but TechExpress labels have not changed as of 05/10/2023.

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) 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 providing formative information on outcomes progress.	Measures directly address the outcome or components of outcome including specific assessment items that provide formative information on outcomes progress.
	Data Collection	Data collection is not discussed.	Some information is provided about data collection such as how data are collected.	Detailed information is provided about data collection such as how, when, and/or where the data are collected.
	Criteria for Success (Threshold for Performance)			
	Specification of Desired Results for Outcomes	No target level of performance is identified.	Desired target level of performance is identified. "Gathering baseline data" is acceptable for this rating.	Desired target level of performance is identified and justification is provided for the selected target.

	1 – Developing		2 – Good	3 – Exemplary
Results /Analysis	Results & Analysis			
	Presentation of Results	No results presented, or results only presented for some of the assessment methods.	Results for all assessment methods are included in meaningful ways (e.g., tables, graphs, descriptions).	Results for all assessment methods are included in meaningful ways (e.g., tables, graphs, descriptions) and include current year's results and references to historical trends (e.g. 5 years of results). Qualitative information is included to provide context where appropriate.
	Analysis of Results	Narratives are brief or missing. No reference to additional elements such as comparisons to target levels (to aid in interpreting results) and trend analyses from previous years.	Narratives of analysis are included and include references to additional elements such as comparisons to target levels (to aid in interpreting results) and trend analyses from previous years.	Narratives of analysis are included and address attainment of all criteria for success. Narrative includes robust interpretation of results in reference to additional elements such as comparisons to target levels (to aid in interpreting results) and trend analyses from previous years.
	Use of Results to Improve Outcomes			
	Program Improvement Based on Assessment Findings	Discussion of action plans to improve delivery of programs and services not aligned with results or missing entirely.	Discussion of action plans to improve delivery of programs and services are included and aligned with assessment results data. Limited justification that action plans will improve outcomes. (Some evidence for seeking improvement provided.)	Discussion of action plans to improve delivery of programs and services are included and directly aligned with assessment results data. Detailed justification that action plans will improve outcomes. (Strong evidence for seeking improvement provided.)
Summative Evaluation	Summative Evaluation			
	Summary	No summary of plans for the next academic year provided.	A brief summary of plans to be initiated in the next academic year is provided but some action plans discussed in the IE report are missing.	A brief summary of plans to be initiated in the next academic year that includes all action plans discussed in the IE report.
	Process of Institutional Effectiveness			
	Process of Institutional Effectiveness	Outcomes are not specific or measurable, assessments are not direct measures, assessments do not align with outcomes, and criteria for success is not defined.	Outcomes are specific and measurable, assessments are direct measures and align with outcomes, and criteria for success is defined, but some or all aspects lack clarity or specificity.	Outcomes are specific and measurable, assessments are direct measures and align with outcomes, and criteria for success is defined. All aspects are stated with clarity and specificity.

The ABCD's of Writing Outcomes

Outcomes are specific, measurable statements that convey the intended priorities of a department. Outcomes should meet these criteria:

- **Meaningful:** How does the outcome support the departmental mission or priorities?
- **Manageable:** What is needed to foster the achievement of the outcome? Is the outcome realistic?
- **Measurable:** How will you know if the outcome is achieved? What is the assessment method?

Types of Outcomes

1. Program outcomes examine what a department intends to achieve or accomplish for its own improvement and/or in support of institutional or divisional priorities. They are statements indicating how a department will impact the needs or satisfaction of students, faculty, staff, and/or other institutional stakeholders.
2. Student learning outcomes examine knowledge or skills that students develop through department interaction. They are statements indicating what a participant (usually students) will know, think or do, as a result of a course, activity, program, etc.

ABCD Structure of an Outcome:

- **Audience:** Who does the outcome pertain to?
- **Behavior/What:** What action do you expect the audience to do or know? (Bloom's Taxonomy, on the back of this sheet, is a great resource for this piece)
- **Condition/How:** Under what conditions or circumstances will the behavior occur?
- **Degree/How much:** How much will be accomplished, how well will the behavior need to be performed, or to what level?

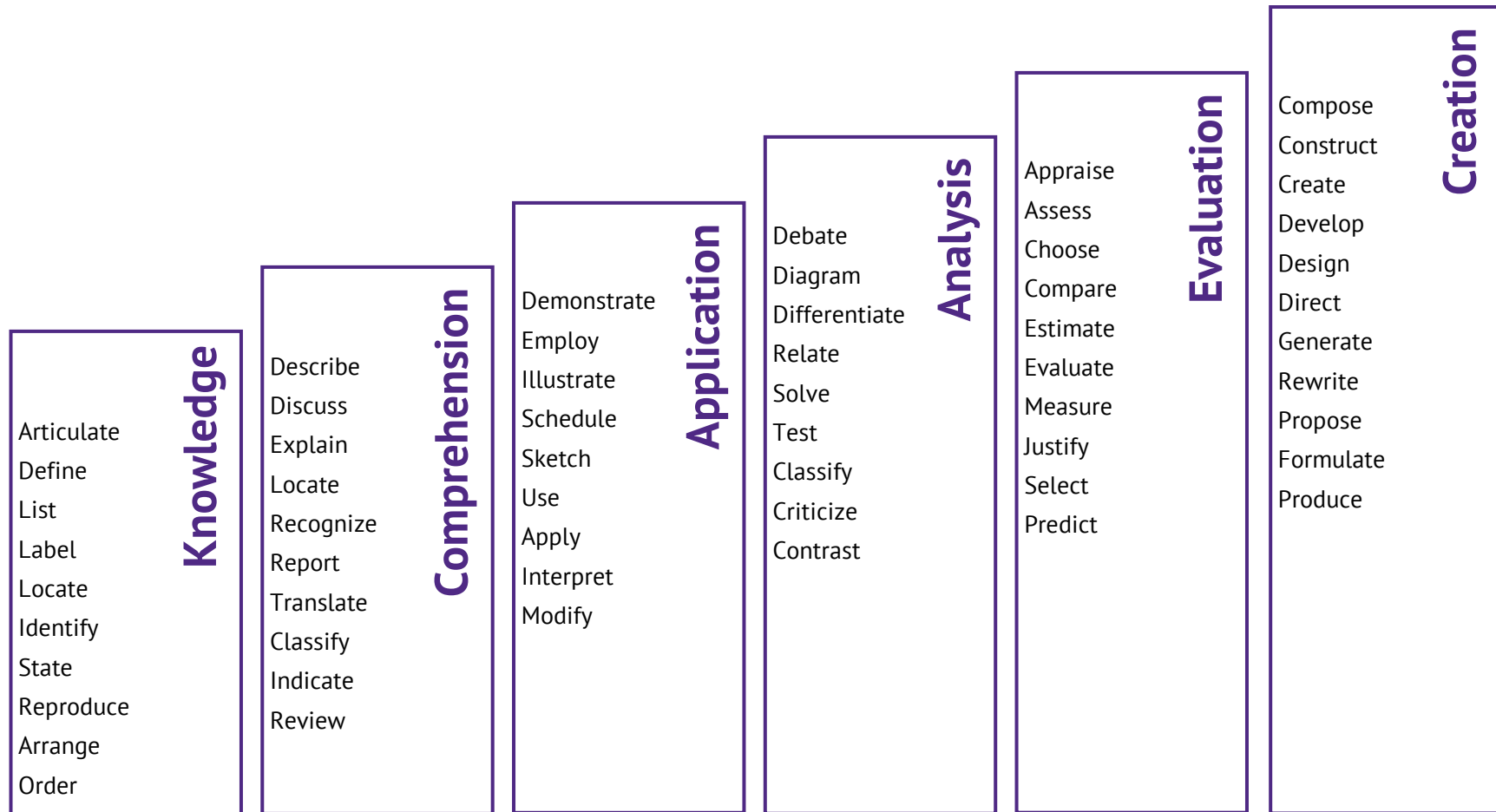
Examples:

1. Program Outcome:
The Department of Business & Fiscal Affairs will decrease financial statement audit findings to zero over the next year by preparing the annual statements in accordance with the appropriate standards and presenting said statements fairly.
2. Student Learning Outcome:
Graduating seniors in the Business Management B.S.B.A. program will demonstrate awareness of ethical implications of business decisions by completing a standardized ethics scenario with 90% of students achieving a satisfactory (or higher) score.

Adapted from Campus Labs Writing Learning Outcomes Worksheet.

These materials are intended for IARE training purposes only. Outcomes, assessments, and rationale may have been modified to meet training needs.

Bloom's Taxonomy Verbs



Using verbs from Bloom's Taxonomy in your outcomes clearly defines the type of learning and/or improvement your department would like to measure. Bloom's Taxonomy verbs make it easier to align outcomes, assessments, and criteria for success. Well-crafted outcomes are the foundation to continuous improvement that is meaningful, manageable, and measurable.

Types of Assessment Methods

The assessment examples listed below provide a general distinction between direct and indirect assessments. When selecting an assessment tool, ensure it directly aligns with the outcome it is intended to measure and is specific. For example, if assessing student performance with a research project or program success with a survey, please specify the rubric categories or survey items intended to evaluate the identified outcome.

Direct Assessments – Assessments which demonstrate actual, clearly displayed performance-based results for data review and comparison.

Non-Academic Unit Examples	Academic Unit Examples
• Amount of extramural funding (grants received, travel funded, etc.) • Enrollment and Graduation rates • Number of publications (press releases, research articles, etc.) • Activity Logs (number of events held, number of applications processed, etc.) • Efficiency/Productivity (training attendees, number of students served, etc.) • Error Rates (incidence of incorrect status reporting, compliance reports) • Time (response time, duration of service, wait time for appointments, etc.) • Cost or financial reports (budgets reports, scholarship dollars, receipts, etc.)	• Standardized tests or major field assessments (CCTST, Praxis, ACAT, Etc.) • Research or Problem-based project • Scores from faculty-developed tests or quizzes • Portfolios or other collections of student work over time • Observations (presentations, group work, performances, etc.) • Thesis, Capstone, or Dissertation projects • Pre-test/post-test evaluations • Internship/practicum evaluations

Indirect Assessments – Assessments which evaluate subjective perceptions or reflections of performance to enhance and support performance-based direct assessments.

Non-Academic Unit Examples	Academic Unit Examples
• Survey results (Alumni, satisfaction, NSSE etc.) • Exit surveys/interviews (timeliness, quality of service, etc.) • Focus Groups • Transcript analysis • External/Internal reviews (THEC, accreditation, etc.)	• Survey results (satisfaction, experience, NSSE, feedback, etc.) • Exit surveys/interviews (program quality, reflections, etc.) • Course evaluations (IDEA or other departmental evaluations) • Syllabi & Curriculum Analysis • External/Internal reviews (THEC, accreditation, etc.)

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. Parents will respond favorably to survey questions.
Alignment with Strategic Goals		1. Is this assessment method <u>clearly</u> aligned with the outcome? - What does the assessment measure? - How does that information help to make formative decisions about the outcome? Other considerations: - Is there at least one direct assessment method? - Are there other assessment methods that could be added?	1. Does each Criteria for Success have an explanation for why it was chosen? Other considerations: - Does each assessment method have an identified Criterion for Success? - Is the identified Criteria for Success aligned with the assessment method?
	‘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.	The Enrollment Management Executive Team has established the following criteria for the 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		Selected questions for evaluation:	
	‘Education for Life’	The Academic College/ Dept Meetings allowed me to understand my major requirements, identify academic resources to support my success, and finalize my course schedule.	
	‘Innovation in all We Do’	After attending the “University Finances 101” meeting, I have a better understanding of financial aid and fee payment processes and deadlines.	
3a	‘Exceptional Stewardship’	The Dining presentation helped me identify meal plans and dining options on campus.	
	‘Engagement for Impact’		

EXAMPLE: OUTCOME ASSESSMENT PLAN

Crawford Alumni Center

Program Outcome		Assessment Methods	Criteria for Success
PO2: Increase in Communication 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		2. 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: 3. Is there at least one direct assessment method? 4. Are there other assessment methods that could be added?	2. Does each Criteria for Success have an explanation for why it was chosen? Other considerations: 3. Does each assessment method have an identified Criterion for Success? 4. Is the identified Criteria for Success aligned with the assessment method?
	'Education for Life'		
	'Innovation in all We Do'		
	'Exceptional Stewardship'		
4d	'Engagement for Impact'		

IMPROVED: OUTCOME ASSESSMENT PLAN

Crawford Alumni Center

Program Outcome		Assessment Methods	Criteria for Success
PO2: Increase in Communication 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: • 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. • 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. • 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. - 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%. - Exit Survey - The average score on each item will be above 5.0.
Alignment with Strategic Goals		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?	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?
1d	'Education for Life'		
	'Innovation in all We Do'		
	'Exceptional Stewardship'		
	'Engagement for Impact'		

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: - COMP-XM Ethical, Legal, and Social Responsibility - 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: - Please rate your level of agreement to the following statements, upon completing the MBA program - I can handle complex ethical issues in business - 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. - 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’		