

INSTITUTIONAL EFFECTIVENESS (IE) PROGRAM REVIEW & ACCREDITATION WORKSHOP

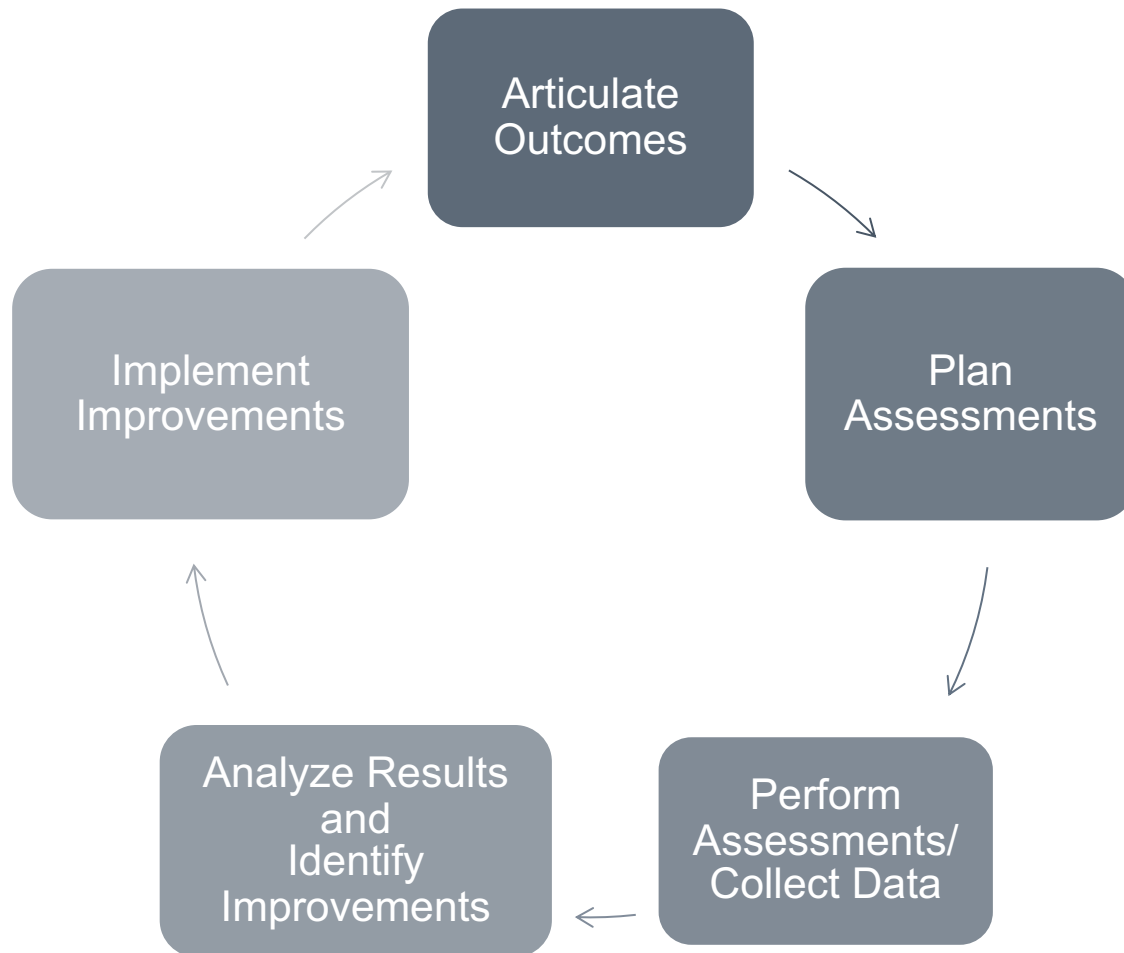


Developing IE Plans for Degree & Certificate Programs

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IE = Continuous Improvement



Six Steps, Two Phases

IE PLAN

- Mission Statements
- Student Learning Outcomes
- Assessment Measures
- Achievement Targets

IE REPORT

- Findings
- Action Plan
(Closing the Loop)

IE Plan – Minimum Requirements

Degree & Certificate Programs

- **Mission statement (recommended)**
- **Student Learning Outcomes (SLOs)**
 - **Every degree and certificate program is required to have a set of *program-level* SLOs (at the degree level, not concentration level)**
 - Recommend 3-8 SLOs per program
- **Measures**
 - **2 measures are required for each SLO**, at least one of which must be a direct measure
- **Planned assessment year(s) for each outcome**
 - Can assess outcomes across multiple years
 - Measure at least 2 outcomes each year
 - All outcomes must be measured within a 3 year cycle



IE Report – Minimum Requirements Degree & Certificate Programs

- **Results for every measure identified for each SLO being assessed in that year**
- **Analysis**
 - Narrative analysis of results: context, strengths, weaknesses, hypotheses
- **Actions/Improvements**
 - What actions will the program take based on results? Ideally, these are actions aimed at improving student learning through curricular, policy, pedagogical, or other changes.



IE & Program Review

Appendix 5

Program Review Rubric Baccalaureate Programs

Directions: Please rate the quality of the academic program by marking the appropriate box to indicate whether the program currently exhibits poor, fair, good or excellent evidence of meeting the criterion.

1. Learning Outcomes		N/A	Poor	Fair	Good	Excellent
1.1	Program and student learning outcomes are clearly identified and measurable.	SLOs				
1.2	The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.	Measures				
1.3	The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.	Results, Analysis, Actions				
1.4	The program directly aligns with the institution's mission.					

IE & Program Accreditation

- SLOs: Use the Standards, Outcomes, Goals required by accreditor (possibly a subset of these, possible slightly revised)
- Measures: Measures, rubrics, exams, clinical evaluations, etc. required by accrediting bodies can and should be used here. Measures just need to clearly align with the SLO being assessed.
- Results, Analysis, Actions – Accrediting bodies require this, even if they don't articulate it this directly. For APSU IE, may need to write this up in a way that is more narrative. The focus here is ACTIONS the program has taken

IE Plan Template

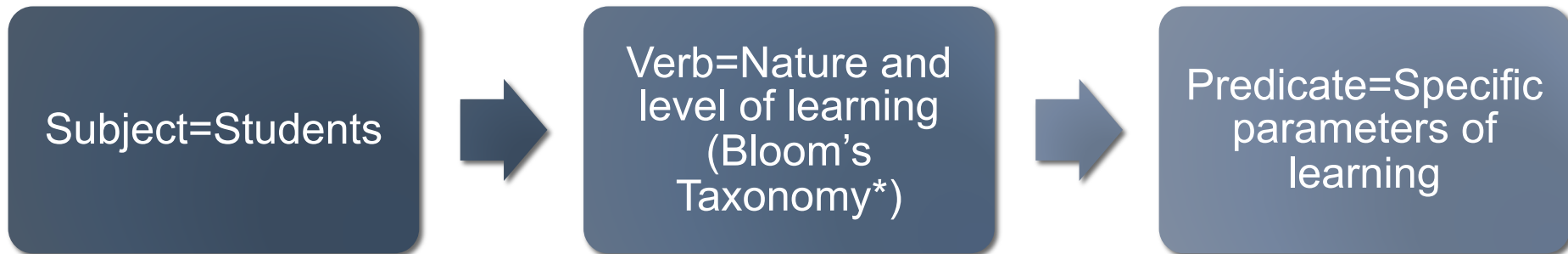
- IE Plan Templates and Resources can be found on IEAs website
 - https://www.apsu.edu/institutional-effectiveness/institutional_effectiveness/ie-planning.php
- IE plans for the 2022-2023 academic year are due February 21, 2022
- Additional Resources:
 - IE Plan Feedback Report (if applicable)
 - Past IE Plans in Nuventive

A word about Majors, Concentrations, & Minors

- **APSU IE Process** is required for all Degree and Certificate Programs
 - Separate IE plans/reports are not required by concentration or minors, though are certainly permitted
- **Program Review** evaluates degree programs, only. Concentrations should be addressed, however, in the Learning Outcomes and Curriculum Focal Areas
- **Program accrediting bodies** may accredit the major, each concentration, or both.
 - We can structure your APSU IE reporting in whatever way makes sense
 - BUT: each degree and certificate program must have program-level (i.e. degree-level) SLOs, measures, results, analysis, and actions.

SLOs: Articulating Student Learning

- **Write** statements for the knowledge, skills, behaviors and attitudes/values students should be able to demonstrate at the end of this course.



- *In general, 3-8 student learning outcomes are recommended per program*

Learn more about Bloom's Taxonomy at this link:
[Bloom's Taxonomy - Vanderbilt Center for Teaching](#)

Measures

- Measures/methods describe how and where a program will collect quantitative and/or qualitative data to analyze each SLO.
 - Direct measures utilize actual student products or performances (exams, essays, reports, projects, oral performance) to assess an SLO
 - Indirect measures rely on students' perceived or self-reported learning (surveys, reflections, self- assessments)

Common Direct Measures

- Essays/Written Work (Direct measure)
 - Student work is evaluated using a common rubric aligned with SLO being measured
- Tests /Quizzes (Direct measure)
 - Students take an exam or quiz that is aligned with the SLO being measured
 - Item analysis is important
 - Be sure that test/quiz questions are actually measuring the SLO -- the types of learning in the SLO verb and the test question should match
- Performances/Presentations (Direct measure)
 - Typically evaluated using a rubric or other evaluation instrument (e.g. in clinical settings)

Self-reflective Assessments (Indirect measures)

Can enhance and deepen learning

Are resistant to cheating

Are usually more inclusive and culturally relevant
(Singer-Freeman, K. E. & Bastone, L.(2019))

Promote equity

Bring student perspectives into assessment

Can help measure nebulous outcomes

Provide rich, usually qualitative, assessment data that can be a valuable complement to direct measures and quantitative data in identifying actions to improve student learning

Self-reflective Assessments (Indirect measures)

- Reflection assignment
 - Students are asked to reflect on their learning or progress in a writing project, presentation, video, or other type of project
 - Reflection assignments should be aligned with the SLO and **be as specific as possible**
 - A method for evaluating or extracting valuable data/information from the reflection assignment should be discussed and designed by program faculty
- Self-evaluation
 - Students evaluate their own project/performance using the same/similar rubric/instrument as faculty (or others)
- Metacognitive activities
 - Exam wrappers
 - Course/program portfolio
 - Group work reflection
- Surveys
 - Students respond to survey questions that indicate their own perceptions of their learning
 - Can be delivered as a pre-post survey to measure growth in students' perceived learning, confidence or development in key areas aligned with the SLO
 - Surveys used for IE assessment can be delivered without approval, if they are limited to student perceptions of learning for SLO assessment, only.
 - Note: Surveys administered to students that go beyond SLO assessment, are used internally or externally for other purposes, and/or the results of which will be shared externally, will need additional approval by the Survey Policy Oversight Committee and possibly the Institutional Review Board.

Each Measure Must Have an Achievement Target

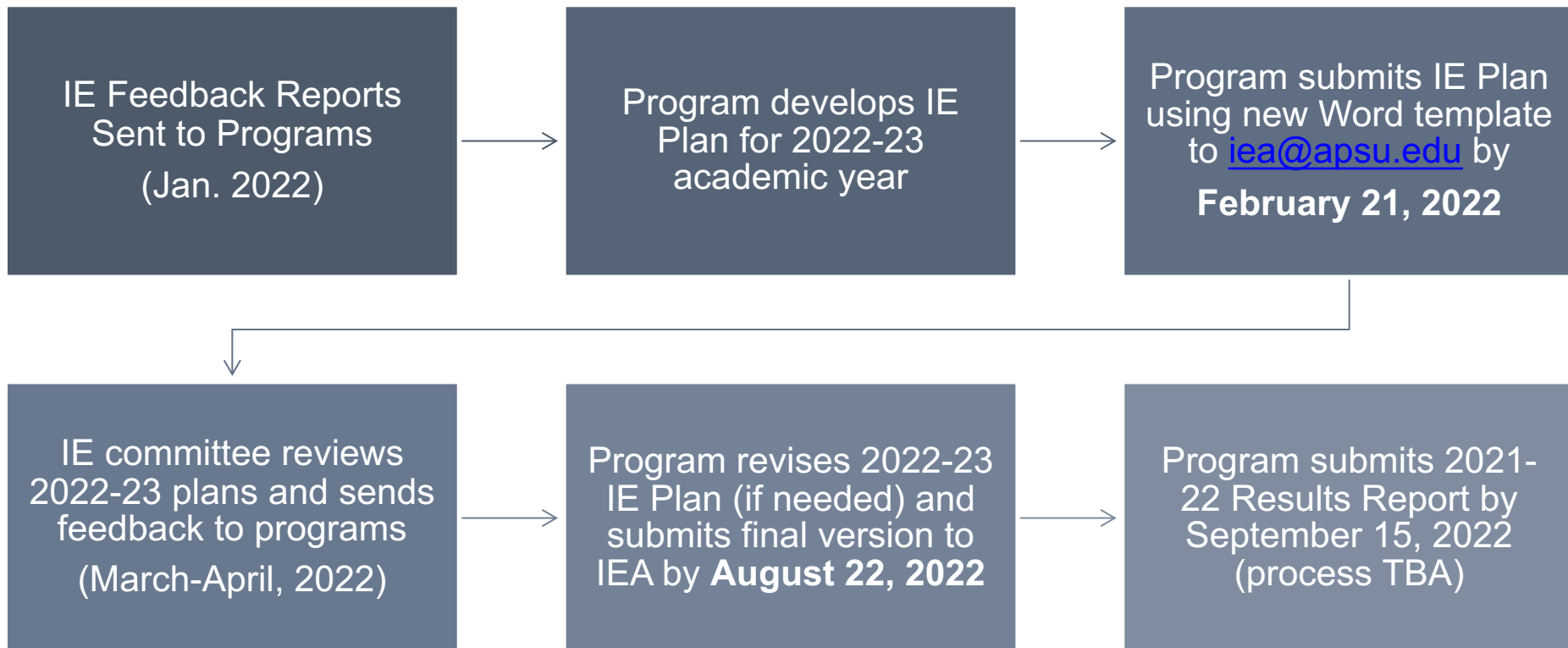
Why establish achievement targets?

- Provides standard for determining success
- Puts data analysis in perspective
- Allows unit to identify desired performance levels

Achievement Targets should:

- ✓ Be specific (“95% of students will score X or higher” or “85% of responses to each survey question will be 4 or 5” or “x% of responses will be correct for each question” or “y% of scores for each item on rubric will be at least 4”)
- ✓ Avoid vague words such as “most” or “majority” or “increase,” “all” or “100%” targets
- ✓ Relate to outcome and assessment method
- ✓ Use item analysis where appropriate, not averages

Annual IE Cycle for Degree & Certificate Programs



Thank you!

- Feel free to reach out
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