INSTITUTIONAL EFFECTIVENESS PLANNING WORKSHOP
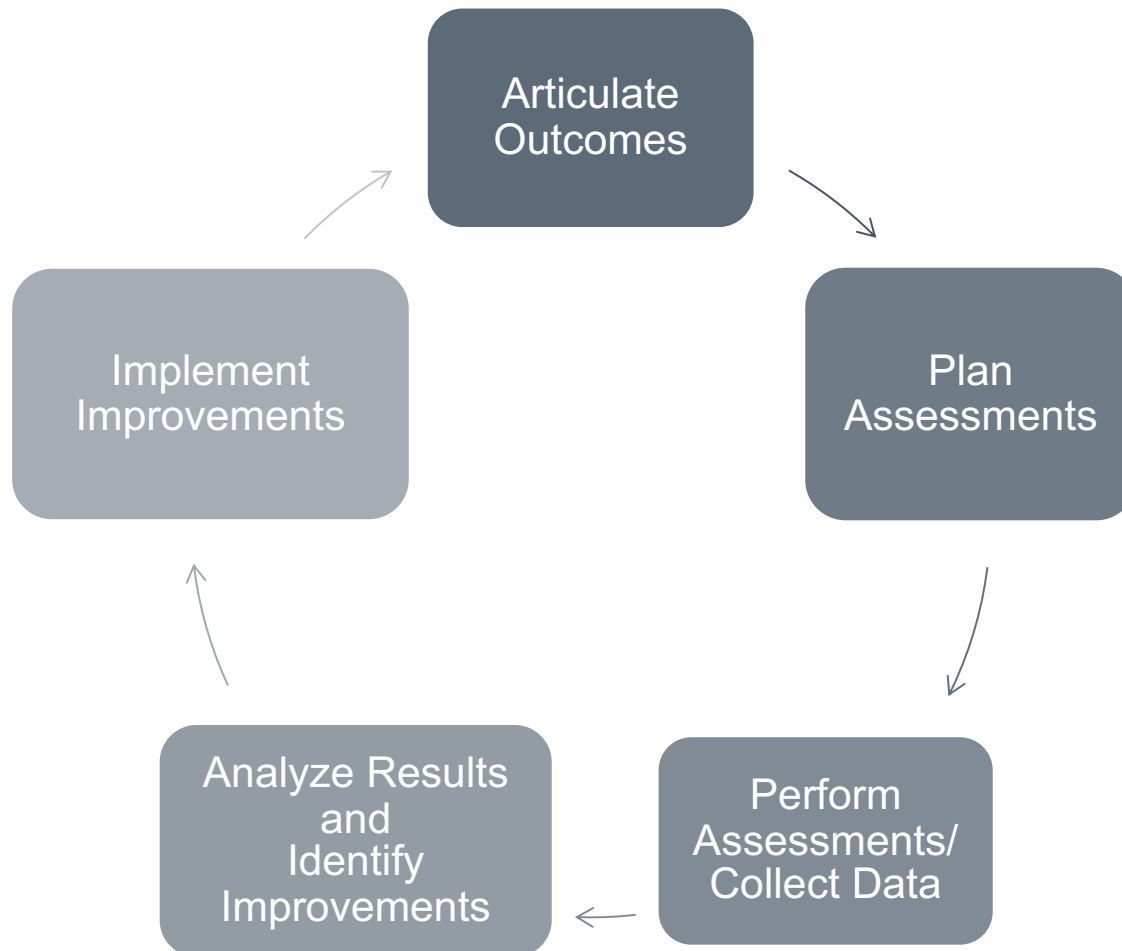
Austin Peay State University

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)

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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
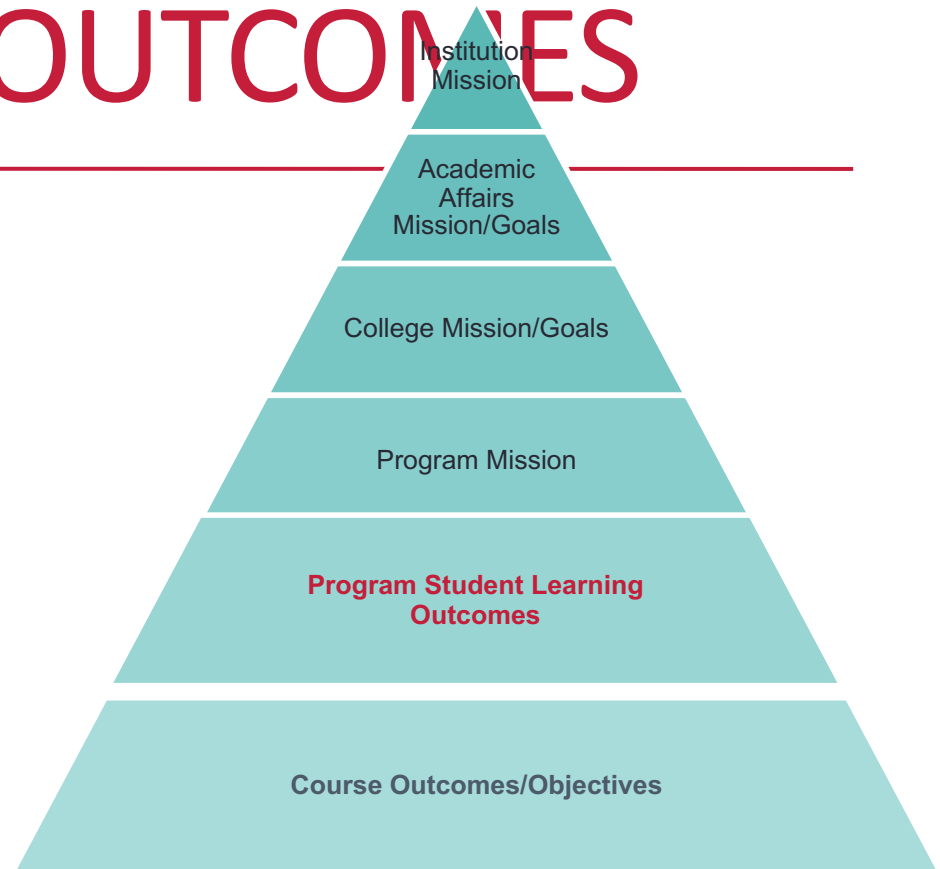 - All outcomes must be measured within a 3 year cycle

IE 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

Mission Statement Template

The mission of *[unit]* is to *[state definitive purpose]* by providing *[identify the methodology]* to *[stakeholders].* [Provide additional clarifying statements that include *values* and *alignment with university mission (and goals)]*.

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IDENTIFYING OUTCOMES

Institution Mission

Academic Affairs Mission/Goals

College Mission/Goals

Program Mission

Program Student Learning Outcomes

Course Outcomes/Objectives

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Types of Outcomes

- **Student Learning Outcomes (SLO)**
  - Statements of the knowledge, skills, abilities, and/or values demonstrated by students upon completion of a degree or certificate program.
  - A program or office assesses SLOs to evaluate and improve its effectiveness in designing and delivering its intended educational objectives.

- **Administrative Unit Outcomes (AUO)**
  - Statements of the unit's current operations and services in support of the Strategic Plan or University Mission, apart from student learning.
    - A unit assesses AUOs to evaluate and improve its effectiveness in meeting strategic and operational goals.
    - Involves concepts such as efficiency, accuracy, effectiveness, client satisfaction, quality, comprehensiveness, compliance, or employee learning.
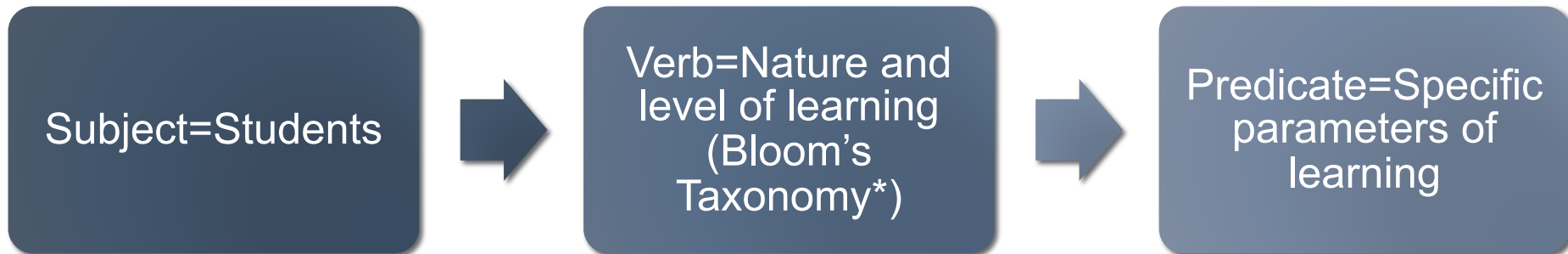
Articulating Student Learning

- *Identify* the specific knowledge, skills, behaviors, and attitudes/values students should be able to demonstrate at the end of the program.

What will a student who has finished this program know and be able to do?

Knowledge	Skills
Behaviors	Attitudes/Values

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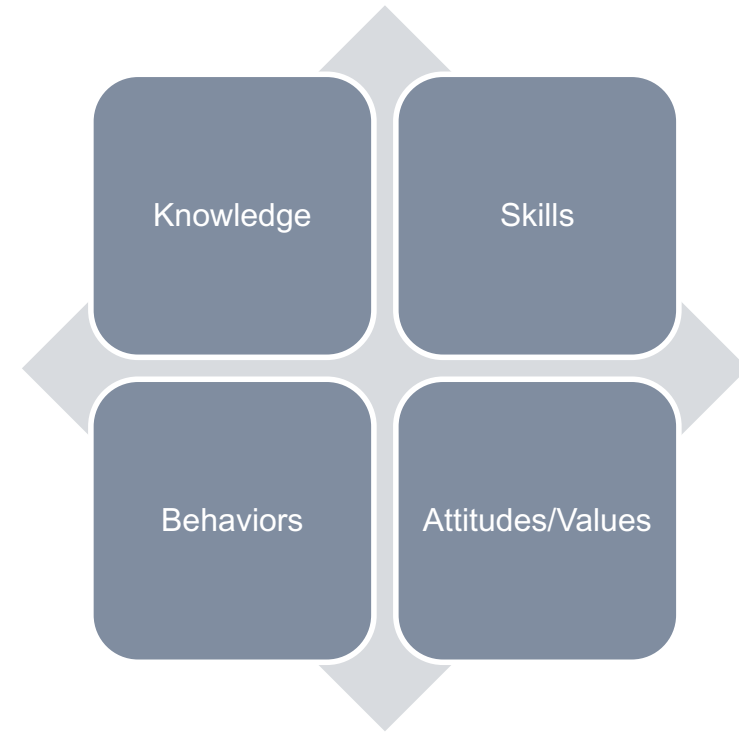
Articulating Student Learning

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

Subject=Students	→	Verb=Nature and level of learning (Bloom's Taxonomy*)	→	Predicate=Specific parameters of learning

- _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

Student Learning Outcomes (SLOs) should be:

Reasonable	*Specific*
Measurable	*Aligned*

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Some examples (not exhaustive!)

- *Students will effectively synthesize primary and secondary source material into focused writing projects.*
- *Students will analyze relationships within business organizations using foundational concepts of ethical leadership.*
- *Students will correctly correlate clinically significant analyses to disease states.*
- *Students will design and present an independent research project using discipline-appropriate literature and methodology.*
- *Students will effectively communicate in a clear and organized manner using a scientifically appropriate style.*
- *Students will be able to evaluate biological research quantitatively and critically.*
- *Students will categorize and interpret the music of diverse genres, styles, periods, and cultures.*
- *The student will be able to critique and improve existing strategic plans of healthcare organizations.*
- *Students will demonstrate critical and analytical thinking skills utilizing historical methods and sources.*

MEASURING OUTCOMES

Measures

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

Considerations in Measures

- Program assessment does not need to be conducted with the same rigor as research (though it can be)

- It may or may not be part of individual grading criteria for an assignment (but grades in and of themselves are not program-level assessment)

- For courses with multiple faculty, consider meeting to assess and review findings

- It may be necessary to have a common assessment/measurement in more than one course to capture all graduates

- All campus locations and modalities (online, hybrid) through which the program is offered must be represented in the measures

Common 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)

Designing Assessments

It's important to consider how an assignment or test is designed and how it's being communicated to students.

Design and delivery of tests/assignments used for assessment should be discussed among program faculty to consider alignment and validity for measuring the SLO.

Be aware that assessment design and delivery can affect reliability of results.

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.

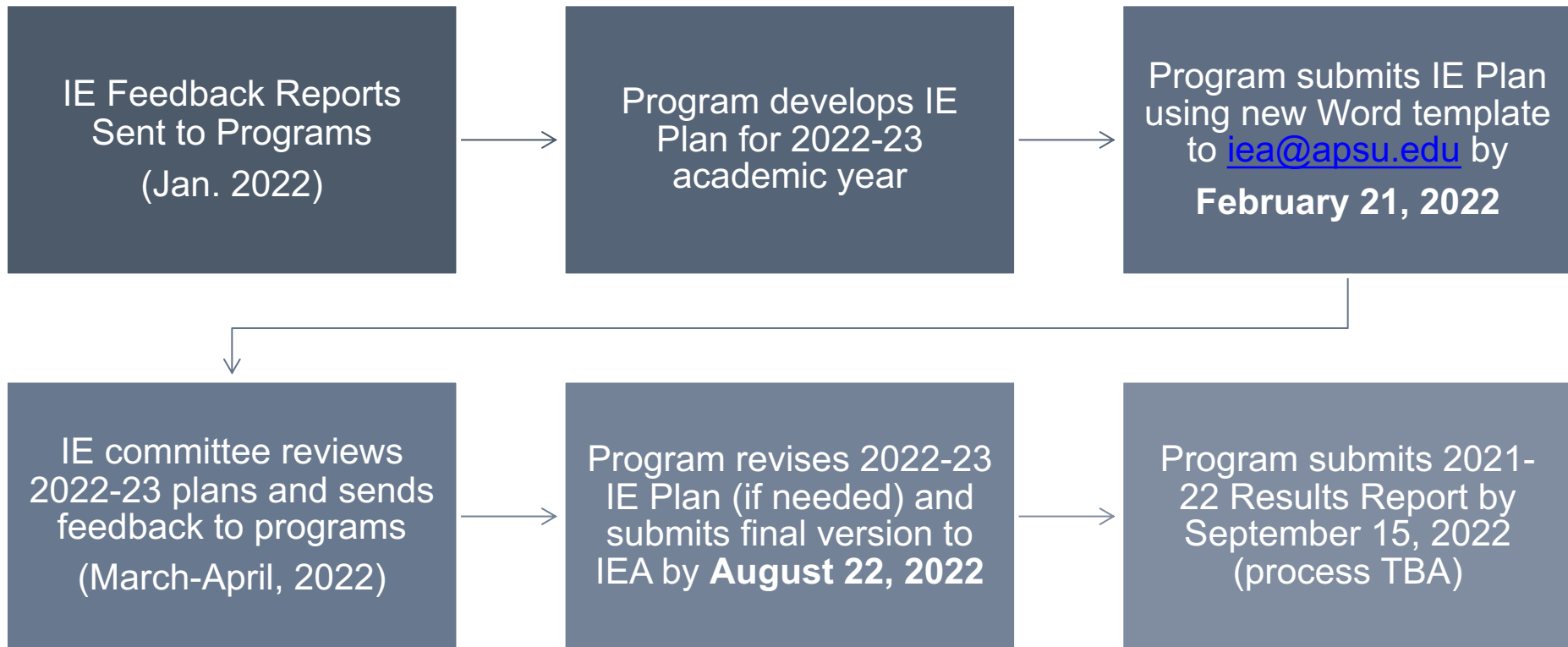# Each Measure Must Have an Achievement Target

Why establish achievement targets?

- Provides standard for determining success

- Puts data analysis in perspective

- Allows unit to identify desired performance levels

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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

IE Feedback Reports Sent to Programs (Jan. 2022)	Program develops IE Plan for 2022-23 academic year	Program submits IE Plan using new Word template to iea@apsu.edu by **February 21, 2022**
IE committee reviews 2022-23 plans and sends feedback to programs (March-April, 2022)	Program revises 2022-23 IE Plan (if needed) and submits final version to IEA by **August 22, 2022**	Program submits 2021-22 Results Report by September 15, 2022 (process TBA)

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Next steps

Now (January-February)	• Review IE Plan Feedback Report for 2020-2021 results report • Work on 2022-23 IE Plan
February 21, 2022	• Submit program 2022-23 IE Plan, using the IE Plan template, to iea@apsu.edu
March-April, 2022	• IE Committee review of 2022-23 IE Plans (no action on your part)
May 2022	• Feedback provided to programs on 2022-23 IE Plan from IE Committee
August 22, 2022	• Submit final 2022-23 IE Plan to iea@apsu.edu (if applicable)
September 15, 2022	• Submit 2021-22 IE Results Report (process TBA)

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Thank you!

- Feel free to reach out
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  - Non-Degree Programs – Allie Michael, Assistant Director, IEA, michaela@apsu.edu