

Institutional Effectiveness Manual

David B. McLennan
Associate Dean for Institutional Effectiveness

Peace College
2006-07

Table of Contents

What is Institutional Effectiveness	3
Assessment	3
Procedures for Institutional Effectiveness Planning	4
The Institutional Effectiveness Model	4
The Institutional Effectiveness Planning Cycle.....	5
College Mission Statement	5
Types of Expected Outcomes	5
Academic Program Guidelines	6
Student Learning Outcomes	6
Academic Program Outcomes	10
Methods of Assessing Academic Program Goals	10
Criteria for Success.....	11
Reporting and Using R.....	12
Reporting and Using Results	12
Administrative Program Outcomes	13
Criteria for Success.....	14
Reporting and Using Results	15
List of IE Sites	16
IE Form Information.....	17
Instructions for filling out IE forms.....	18
Academic Assessment Forms	19
Administrative Assessment Form.....	25
IE Evaluation Form for Programs	31

Institutional Effectiveness

This manual's purpose is to provide guidance for faculty, academic administrators, and college support and operations administrators for developing and evaluating their Institutional Effectiveness plans. At Peace, Institutional Effectiveness serves to help gauge our progress, plan well, and make necessary adjustments in our academic and administrative areas. This manual is to assist in the process of annual goal setting, review, and planning, which are the core elements of Institutional Effectiveness.

The Southern Association of Colleges and Schools defines Institutional Effectiveness as follows:

The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on the analysis of those results. (Comprehensive Standard 3.3.1, *Principles of Accreditation*, SACS Commission on Colleges, 2004)

The process of Institutional Effectiveness is one of an institution demonstrating how well it succeeds in accomplishing its mission and meeting its goals. The process allows each college to choose its expected outcomes based on its self-identified mission. The faculty and administrators develop mission statements for each academic program and administrative unit that are derived from the College mission statement. They then define the program and learning outcomes they believe are most appropriate and report these in an annual IE assessment cycle. These outcomes are assessed to determine the extent to which they were achieved in the planning year. Finally, the assessment results are used as the basis for making changes for continuous improvements in the academic and administrative programs.

Assessment

Assessment represents the process of collecting and reviewing evidence about the college's academic and administrative programs and services and using it to evaluate these programs and services to improve their quality. It is focused on improving student learning and the delivery of services to the college community. Assessment performs two functions for the college. The first function is to provide information for improving programs of the college. It accomplishes this function by providing feedback to the faculty by identifying areas where students are performing well and where they are not so that changes can be made that will improve teaching and the curricula. The expected outcome is improved student learning.

The second function of assessment is evaluation of college programs for accountability purposes. Accountability in this sense means both internal and external accountability. External accountability involves providing evidence to the Southern Association of Colleges and Schools that the university is meeting accreditation requirements. In addition it meets state and federal demands for proof that the college is performing at acceptable levels. Internal accountability also involves evaluating programs and services to aid in academic and administrative program evaluation.

Procedures for Institutional Effectiveness Planning

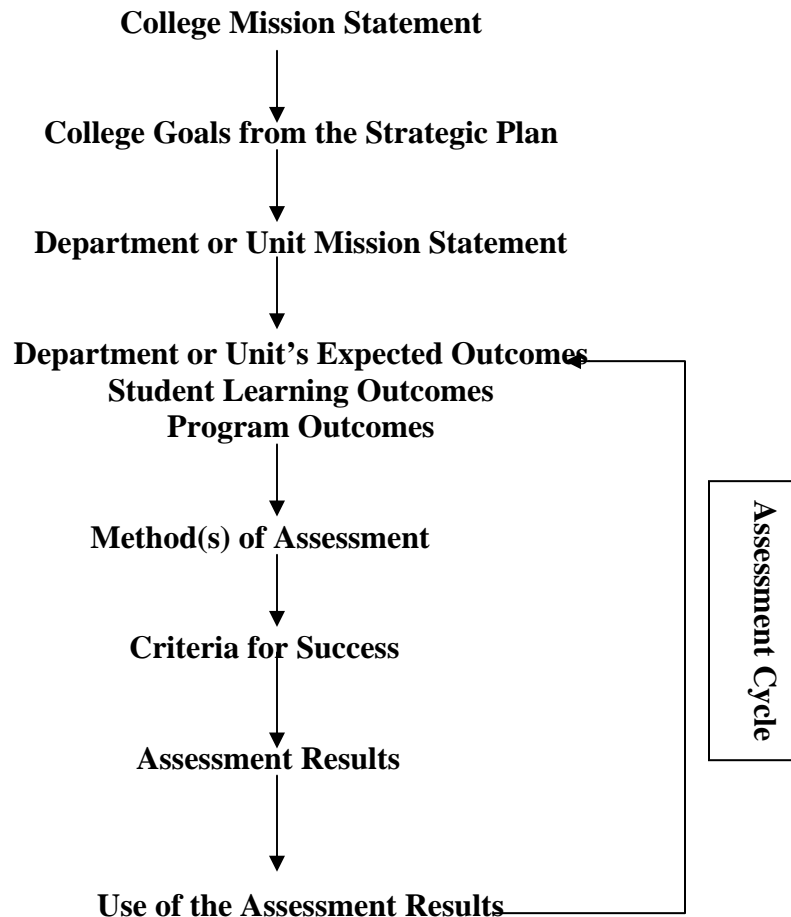
Any Institutional Effectiveness Plan must answer the following questions:

1. What do we want to accomplish?
2. Are we doing it as well as we want?
3. How do we know if we are succeeding?
4. By what means can we improve what we are doing?

The characteristics of an Institutional Effectiveness plan are

1. Clearly stated, measurable outcomes.
2. Assessment should be systematic using several methods to determine to what degree the desired outcomes are met. These methods may be direct or indirect—quantitative or qualitative.
3. There should be clearly stated criteria for desired performance for each outcome.
4. The assessments should be used to improve the performance of academic programs and administrative units of the College. This is called “closing the loop.”

The Institutional Effectiveness Model



Department/Unit	Plan Is Due By	Results Are Due By
Academic	October 1	July 15
Administrative	September 1	July 15

Administrative support units will enter their IE plans by September 1. The academic departments and colleges will enter their IE plans by September 30. Both academic and administrative units will report their results by July 15. The IE Plans and Results are to be reported on IE forms. These forms are available in Word format on the Institutional Effectiveness website. They should be submitted on or before the due dates by e-mail to dmclennan@peace.edu.

The College Mission Statement and Goals

The College's Mission Statement describes what the college is trying to do as an educational institution. In addition the College has five goals listed in its Strategic Plan that are derived from the mission statement. All IE department and administrative mission statements should be tied to the college mission statement and one or more of these college goals. The IE assessment plan links each department's or unit's mission statement and goals to the College mission statement and goals. The mission statement and the college goals and objectives are found at the Institutional Planning and Effectiveness website (under construction)

Types of Expected Outcomes

There are two types of expected outcomes: Student Learning Outcomes and Program Outcomes. **Student Learning Outcomes** are the knowledge, skills, behaviors, and attitudes or values that students are expected to have or exhibit when they complete an academic program. **Program Outcomes** are specific programmatic, operational, and administrative objectives that academic departments and administrative units intend to accomplish. They are not directly related to student learning. Administrative units must have 3-5 program outcomes. Academic programs should have 3-5 outcomes of which at least 2 or more are student learning outcomes. Academic programs should have at least 1 program outcome.

Academic Program Guidelines

*The trouble with having no goals, it has been said, is that you may achieve them.
...The best way to begin developing a curriculum is to consider not what courses universities should require, but what qualities they should seek to nurture in students.”*

Frank H. T. Rhodes, President Emeritus, Cornell University
The Chronicle of Higher Education, Sept. 14, 2001, B-8-9.

A department's instructional goals and outcomes serve as the foundation for assessment of the quality of its academic programs. The first step in assessment, therefore, is for the faculty in each academic department to identify the goals and all of the student learning outcomes for each degree program or other program, e.g. developmental programs, in the department. In any given year 3-5 of these goals should be selected for assessment. These instructional goals and objectives should identify the program's student learning outcomes that answer the following question:

What should a graduate know, be able to do, and/or value after majoring in our program?

The assessment process lets the department know how well students are meeting the instructional goals and outcomes determined by the faculty. As a result program strengths and weaknesses can be identified. The faculty then has the information necessary to make changes in areas where students are not performing as well as the faculty expects in order to improve the quality of a program.

Academic program assessment should not be “something that the department head does for the Institutional Effectiveness office twice a year.” If the college is to have an assessment program that truly helps to improve the quality of our programs and our reputation, then the faculty must be involved in the assessment process. The assessment process is not designed to interfere with academic freedom or to punish individual faculty members or programs. Student learning outcomes should be determined by the faculty and then assessed to determine if they are being achieved at desired levels. These desired levels are also determined by the faculty. If the outcomes are not being achieved, then it is up to the faculty to determine why there is a problem with students not achieving what was desired. The faculty can then make improvements so that the desired level of student performance can be met.

Student Learning Outcomes

By establishing outcomes, every undergraduate unit on campus creates for itself a benchmark for everything that it does educationally.

Chris Anson, Professor of English and Director, Campus Writing and Speaking Program, University of North Carolina

Student learning outcomes are not the same as individual course objectives. Instead, they are outcomes associated with more than one course. Learning outcomes use action verbs to describe what students are expected to know and do when they finish a program. These outcomes should be related to one of the goals in the Peace Strategic Plan.

Action verbs associated with student learning outcomes are verbs such as “explain”, “analyze” and “evaluate and should be used instead of “be exposed to,” “have an opportunity to,” or “be familiar

with.” The outcome should be stated in terms such as: “Students will be able to, analyze ____ to describe knowledge, skills, or attitudes>....”

Action Verbs and Types of Learning

<p>Cognitive Learning Knowledge—to recall or remember facts without necessarily understanding them</p> <p>Comprehension—to understand and interpret learned information</p> <p>Application—to put ideas and concepts to work in solving problems</p> <p>Analysis—to break information into its component to see interrelationships</p> <p>Cognitive Learning Synthesis—to use creativity to compose and design something original</p> <p>Evaluation—to judge the value of information based on established criteria</p> <p>Affective Learning</p>	<p>Examples of Action Verbs articulate, define, indicate, name, order, recognize, recall, reproduce, list, tell, describe, identify, show, label, tabulate, quote</p> <p>classify, describe, discuss, explain, express, interpret, contrast, associate, differentiate, extend, translate, review, suggest, restate</p> <p>apply, compute, give examples, investigate, experiment, solve, choose, predict, translate, employ, operate, practice, schedule</p> <p>analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, distinguish, examine, investigate, interpret</p> <p>Examples of Action Verbs arrange, assemble, collect, compose, construct, create, design, formulate, manage, organize, plan, prepare, propose, set up</p> <p>appraise, assess, defend, judge, predict, rate, support, evaluate, recommend, convince, conclude, compare, summarize</p> <p>appreciate, accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support</p>
--	---

Source: *Institutional Effectiveness Planning Workbook 2004-2005*, Texas A&M University

Examples of Student Learning Outcomes

1. Students completing the bachelor’s program in Psychology will compare favorably in their knowledge of research methodology with students graduating from psychology programs in institutions comparable to Peace College.
2. After completion of this program, the student will be able to effectively initiate and produce original design concepts using both traditional and electronic media.
3. (Graduates will)...understand and (be able) to integrate appropriate strategic management concepts in the design and implementation of a corporate/business strategy.
4. BA in Biology program graduates will be able to produce and evaluate experimental data in a research environment.
5. Students who complete a Baccalaureate Degree Program in Spanish will develop the necessary skills in Spanish with regard to oral communication.

Notice that each example of a student learning outcome involves only one assessable outcome element. Avoid bundling two or more outcome elements that could be assessed separately.

- Avoid: Students who complete a Baccalaureate Degree Program in Spanish will develop the necessary skills in Spanish in **oral and written** communication.
- Use: Students who complete a Baccalaureate Degree Program in Spanish will develop the necessary skills in Spanish in **oral** communication.
- Use: Students who complete a Baccalaureate Degree Program in Spanish will develop the necessary skills in Spanish in **written** communication.

Methods of Assessing Student Learning Outcomes

An assessment method is the means for measuring the degree of success that a department or unit has achieved in meeting a student learning or program outcome. Ideally more than one assessment method should be used. Direct and indirect methods are acceptable.

Direct methods measure what was learned or accomplished. **Indirect methods** measure perceptions of learning or what should have been learned as measured by surveys or other means. Employers may be surveyed to determine how satisfactorily Peace graduates employed by them are prepared. Analysis of course syllabi for learning objectives can provide indirect evidence of what the faculty intended for students to learn. Indirect methods have the problem of not being able to identify how a program can be improved. For example, to know that graduates report that their major program did not prepare them adequately for graduate school does not allow the faculty to determine what specific types of improvements in the curriculum are needed. If both direct and indirect methods are used, then the perception of not being adequately prepared can be linked to direct learning outcome measures that allow targeted improvements in the curriculum. Generally indirect methods should be used with direct methods.

Examples of Methods of Assessing Student Learning Outcomes

Direct Assessment Methods

1. ETS Major Field Tests
2. Capstone Courses
3. Grading Using Scoring Rubrics
4. Case Studies
5. Licensing or Certification Exams
6. Student Portfolios
7. Senior Research Projects
8. Senior Recitals
9. Locally Developed Tests
10. Course Embedded Assessment
11. Evaluations of Interns
12. External Examiners or Reviewers
13. GRE Subject Tests
14. Student presentations of research to professional organizations

Indirect Assessment Methods

1. Student Perception of Learning Surveys (e.g. IDEA, NSSE)
2. Exit Interviews
3. Alumni Surveys

4. Analysis of Course Syllabi
5. Focus Groups
6. Employer Surveys

In choosing an assessment method it is important to use one that actually meets the needs of the department. A nationally normed comprehensive examination such as an ETS Major Field Test provides comparative data so that the performance of Peace students can be compared to a national sample of their peers at other universities. Make sure that the MFT has sub-scores and assessment indicators that allow the measurement of learning outcomes considered important by the faculty who teach in the program. Do not just look at the global score because it does not provide information about where program improvement might be possible. Major Field Tests have assessment indicators and multiple subscores for different areas of a major. More information on Major field Tests can be found at <http://ets.org>.

Methods of measuring learning outcomes can be developed by the faculty for each program offered. If a locally developed measure is used, the validity and reliability of the method must be shown. For example, if a locally developed test is given, the validity of the test refers to the ability of the test to actually measure the learning outcome desired, i.e. it must be an appropriate measure. For example an economics student a learning outcome could be:

Economics graduates will be able to use economic models to analyze the effects of international trade and finance. Test questions would deal only with those models that were applicable to international economic trade and finance. Most of these models are developed in economic theory courses rather than in the one international economics course and are a test of learning in the economics program. The questions would require students to use these specific economic models to analyze international trade, exchange rates, and the balance of trade and payments. Validation could be done by an outside expert in international economics.

Reliability of a test or other measure means that the results do not differ significantly over time, i.e. the results are not repeatedly very high in one administration of a test and then low in another. If the content of the major courses and the way these courses are being taught is basically unchanged, then different administrations of the test should provide similar results. After reliability is established, the effects of content or pedagogical changes in the program that address weaker areas should show up in the test scores.

It is also important that the method of assessment be appropriate for the student learning outcome, that is, the means of assessment provides useful information. Consider the following student learning outcome:

Students completing the bachelor's program in Psychology will compare favorably in their knowledge of research methodology with students graduating from comparable institutions nationally.

The assessment method of this student learning outcome could not be done using a locally developed test of what is taught in the program. Instead a nationally normed examination that includes a section that tests knowledge of research methodology should be used. Avoid using course grades or meeting degree requirements such as completion of specific courses as evidence of student learning.

Academic Program Outcomes

Program outcomes are specific administrative or academic program objectives. Program outcomes identify what will be accomplished by the academic department or program and/or perceptions about what was accomplished.

Examples of Program Outcomes for Academic Departments

1. Graduates will be successful in gaining admission to graduate school or professional programs.
2. Focused recruitment to increase the number of Elementary Education graduates...
3. BA graduates from the Business Administration Program will obtain employment in a field relevant to their major.
4. Biology graduates will be competitive in obtaining admission to post-baccalaureate programs.
5. Faculty research as evidenced by papers published or presented at professional conferences will increase by 5 percent.

Each program outcome involves only one assessable outcome element. Avoid bundling two or more outcome elements that could be assessed separately.

Avoid: Biology graduates will be competitive in obtaining **employment in a field relevant to their major** and **admission to post-baccalaureate programs**.

Use: Biology graduates will be competitive in obtaining admission to **post-baccalaureate programs**.

Use: Biology graduates will be competitive in obtaining employment in a field relevant to their major.

Methods of Assessing Academic Program Outcomes

Program outcomes are not designed to measure student learning. Instead they identify desired outcomes of the program or department that may provide indirect measures of program quality or the degree to which administrative goals are achieved. Program outcomes should be quantifiable.

Examples of Program Outcomes Assessment Methods for Academic Departments

1. Tracking the Use of a Service (e.g. hits on a website)
2. Satisfaction surveys
3. Alumni surveys
4. Establishing timelines and budgets
5. Graduation rates
6. Retention rates
7. Job placement rates
8. Recruiting results
9. Tracking program participation by desired demographics
10. Faculty publications and presentations
11. Tracking complaints and how they are resolved
12. Acceptance rates to graduate and professional schools
13. ACT Student Opinion Survey (SOS)
14. National Survey of Student Engagement (NSSE)

A program outcome could in some cases be the completion of a project or activity, but this approach has the weakness of not providing any information for improvement. It is more meaningful to assess what the project or activity is intended to accomplish. As an example, assume that a new technology project involves the purchase and installation of new technology equipment in several classrooms. This type of program outcome should be assessed in two ways.

1. The outcome can be assessed as the degree to which the project was completed on time and within budget.
2. A second assessment method would be the degree to which the intended purpose of the technology enhancements is being achieved as the project progresses and indeed, even after the equipment has been installed.

In this case the timeline for implementing the program and the degree of success in achieving the purpose of the program would provide measures that could be used for improvement. From an Institutional Effectiveness standpoint a desired outcome is not to buy and install equipment or hire new personnel. The desired outcome is what is to be accomplished with the equipment or new personnel.

Criteria for Success

Once an intended student learning outcome or academic program outcome is identified and the method of assessing that outcome is determined, the next step is to establish criteria for success or performance targets for each student learning and program outcome. A criterion for success identifies how well a student or program is expected to perform on the assessment. Criteria should be quantitative so that it is clear that the objective was or was not met. Generally speaking more than one criterion for success should be used.

Examples of Criteria for Success

1. At least 80% of students completing this program will achieve a score on the Economics MFT above the 50th percentile of the national distribution.
2. The department faculty will increase the number of papers and professional presentations by at least five percent.
3. Feedback from the annual survey will indicate that 60% of the users using the newly implemented technology services will be very satisfied or extremely satisfied with the newly implemented services.
4. 70% or greater of students from ADV 100 from the year 2003-2004 who are still enrolled at Peace will have chosen a major field of study according to student records by spring 2005.
5. The percentage of biology graduates accepted into accredited medical, dental, optometry, and chiropractic schools will meet or exceed the state averages for North Carolina state colleges and universities. The average for state institutions was 30%.

The expected performance on a given assessment measure should be determined before data on that measure is collected. Notice in the examples above that exact quantitative targets are set. Avoid vague targets such as “The department will increase retention over the base year of 2003-2004.” This implies that any increase, even of just one student, is acceptable.

When considering a specific target, be sure to set one that can be achieved. Setting an unrealistically high target makes success unlikely. It is better to set realistic success criteria so that successful incremental improvement can be shown. Also avoid setting unrealistically low targets to assure

success so as to avoid being viewed as failing or as an excuse for not attempting to make improvements. That a target is not reached does not mean that a program is weak or ineffective provided that the department faculty uses the data collected to make improvements in the program or service to move toward the desired target level of the learning or program outcome.

Good assessment practice is to have more than one success criterion to aid in identification of areas where improvement in the quality of a program can be made. As an example suppose that the Business Administration Program sets as a criterion for success on the Major Field Test in economics the following:

Graduates of the economics program will achieve a score on the Economics MFT equal to or above the 50th percentile of the national distribution.

The department sets a secondary criterion as:

Graduates of the economics program will achieve a score on each Economics MFT subscore equal to or above the 50th percentile of the national distribution.

By explicitly examining the subscores on the test, program strengths and weaknesses can be identified. To get more information on the Major Field Tests go to <http://www.ets.org>.

Reporting and Using Actual Results

Actual results must be reported for each student learning and program outcome by July 15th of each year. These results are reports and analysis of the data collected in the assessment. The results show whether or not the criteria for success on the student learning outcomes and program outcomes were met. As such they identify the strengths and areas that need improvement of an academic or administrative program. The department will address what it intends to do as a result of the assessment. This is the basis for constant quality improvement associated with Institutional Effectiveness. Ultimately, the department may address curricular offerings, sequencing of courses, teaching pedagogy, etc.—whatever it means to improve the program for students.

Examples of Assessment Results and Their Use

1. 81% of students completing this program scored above the 50th percentile of the national distribution on the Economics MFT. However results from analysis of the subscores showed that only 65% scored 50% or more in macroeconomics. The department will implement pedagogical changes in the macroeconomic courses and increase the coverage of New Classical economic theory.
2. Of the 12 students who took the Major Field Test in Psychology, only 36.7 percent scored above the target of the national average. The department will add new courses in research methods and advanced social psychology. Also, we decided to change the pedagogy in several courses to include more experiential and writing exercises.
3. The percentage of biology graduates accepted into accredited medical, dental, optometry, and chiropractic schools was equal to the target of 30%, the state average. Next year we plan to increase the target by 2 percent.
4. Black and Hispanic freshman enrollment increased by 2.5 and exceeded the benchmark of an increase of 2 percent over the base year of 2003-2004. The target increase for next year will be 2.5 percent.
5. The average score on the History Program exit exam this year was 74 percent. This was the first year that the average score has exceeded the benchmark set by the department of 70

percent. We will monitor the pass rate on the exit exam to determine if the trend continues. If students continue to score over 70 per cent, the standard will be raised.

Administrative Program Outcomes

Program outcomes identify desired outcomes of the administrative unit that may provide measures of program quality or the degree to which administrative goals are achieved. Program outcomes should be quantifiable.

Examples of Administrative Program Outcomes

1. Provide computer lab resources and instructional support services which meet the needs of the college faculty and students.
2. Design measures to ensure that the academic progress of student-athletes equals or exceeds that of the general student population.
3. Degree plans for students majoring in the departments in the College will be completed accurately and in a timely manner.
4. Students will be satisfied with advising services.
5. Helping students decide upon an academic major is one decision-making goal of ADV 100.
6. Students will learn how to use online library resources.

Examples of Administrative Program Outcomes Assessment Methods

1. Tracking the Use of a Service (e.g. hits on a website, use of computer technology)
2. Satisfaction surveys
3. Graduation rates
4. Retention rates
5. Establishing timelines and budgets
6. Recruiting results
7. Tracking program participation
8. Tracking complaints and how they are resolved
9. ACT Student Opinion Survey (SOS)
10. National Survey of Student Engagement (NSSE)
11. Survey of Organizational Excellence
12. Benchmarks set by national, state, or peer organizations
13. External measures of performance or quality, e.g. the Association of Research Library Index which ranks university libraries.

A program outcome could in some cases be the completion of a project or activity, but this approach has the weakness of not providing any information for improvement. It is more meaningful to assess what the project or activity is intended to accomplish. An example at Peace is the goal of the Security Office to install call boxes on campus to promote a sense of security by expanding the number of emergency call boxes on campus to four.

1. The outcome was assessed as the degree to which the project was completed on time and within budget.
2. A second assessment was to conduct a campus survey to determine whether the presence of additional emergency call boxes did contribute to a greater feeling of safety within the campus community.

In this case the implementing the program and the degree of success in achieving the purpose of the program would provide measures that could be used for improvement. From an Institutional Effectiveness standpoint the desired outcome is not to buy and install equipment or to hire new personnel but is what is to be accomplished with them.

Criteria for Success

Once a program outcome is identified and the method of assessing that outcome is determined, the next step is to establish criteria for success on performance targets for each administrative unit outcome. A criterion for success identifies how well a program is expected to perform on the assessment. Criteria should be quantitative so that it is clear that the objective was or was not met. The expected performance on a given assessment measure should be determined before data on that measure is collected. Generally speaking more than one criterion for success should be used.

Examples of Criteria for Success

1. Feedback from the annual survey will indicate that 60% of the users using the newly implemented technology services will be very satisfied or extremely satisfied with the newly implemented services.
2. Graduation rates of student-athletes will equal or exceed the graduation rates of the general student population.
3. The criteria for success will be the completion of at least 92% of degree plans within 10 working day with errors in fewer than 1% of all degree plans.
4. Students completing ADV 100 with a "C" or better grade will have chosen a major at Peace within the first two years of their studies.
5. Sixty percent of the students who participated in library training will report that they are satisfied or very satisfied with their ability to use library resources.
6. Eighty percent of students using the advising center will report that they are satisfied or very satisfied with the advising they received.

When considering a specific target, be sure to set one that can be achieved. Setting an unrealistically high target makes success unlikely. It is better to set realistic success criteria, so that successful incremental improvement can be shown. Also avoid setting unrealistically low targets to assure success so as to avoid being viewed as failing or as an excuse for not attempting to make improvements. That a target is not reached does not mean that a program is weak or ineffective provided that the unit staff and director use the data to make changes in the program or service to improve the program outcome and move it toward the target.

Good assessment practice is to have more than one success criterion to aid in identification of areas where improvement in the quality of a program can be made. As an example the College has as a goal that “degree plans for students majoring in the departments in the College will be completed accurately and in a timely manner.”

One success criterion is

The criteria for success will be the completion of at least 92% of degree plans within 10 working day with errors in fewer than 1% of all degree plans.

The college also has a secondary criterion of

The criteria for success will be at least 80% of the responses to the questions concerning student satisfaction will be either (a) Definitely yes or (b) Yes to the question of satisfaction with the specific processes asked about.

Reporting and Using Actual Results

Actual results must be reported for each administrative program outcome by July 15th of each year. These results are reports and analysis of the data collected in the assessment. The results show whether or not the criteria for success on the student learning outcomes and program outcomes were met. As such they identify the strengths and weaknesses of an administrative program. The unit director and staff will address what it intends to do as a result of the assessment. This is the basis for constant quality improvement associated with Institutional Effectiveness. The unit may end up addressing customer service issues, operational issues, etc.—whatever is necessary to support the College in achieving its student learning outcomes.

Examples of Assessment Results and Their Use

1. Black and Hispanic freshman enrollment increased by 2.5 and exceeded the benchmark of an increase of 2 percent percent over the base year of 2005-2006. The target increase for next year will be 2.5 percent.
2. Student responses on their ability to find an available computer increased slightly above last year’s percentage of 83% to 84% this year. With the completion of the Library addition next year, we anticipate that student satisfaction levels will increase to the target of 85 percent since there will be a net increase of 30 stations made available in the new facility.
3. Combining student accounts and the bookstore has eliminated customers bouncing between locations. The newly combined office has three employees.
4. Results: (1) Revised website published April 2003. (2) Unique visitors increased 48.4% from April-June 2002 to April-June 2003. (3) Pages visited increased by 124.2% from April-June 2002 to April-June 2003. Use of Results: (1) Continue marketing the website. (2) Monitor the website for timely updates. (3) Push for online appointment scheduling.
5. Our goal is to increase participation in the intramural program by 15 percent for 2006-2007. Additional promotion publicity plans are underway. We will be working closely with the Residence Life Office to promote the program heavily in the residence halls.

List of Assessment Sites

The following assessment sites provide either actual examples of Institutional Effectiveness plans and evaluations or IE manuals with suggested ways to approach developing IE plans.

North Carolina State University's list of assessment websites

<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm#stdtests>

American Association for Higher Education's Principles of Good Practice for Assessing Student Learning Outcomes

<http://www.csus.edu/acaf/Assessment/prncpls.stm>

University of Arkansas-Little Rock

<http://www.ualr.edu/provost/assessment/plans.shtml>

University of Wisconsin—Madison This site provides information on several types of assessment methods that can be used along with their strengths and weaknesses.

<http://www.wisc.edu/provost/assess/manual.html>

Southeastern Louisiana University

Click on *Institutional Effectiveness Reports*.

<http://www.selu.edu/Administration/Inst-Research/>

Texas A&M—College Station—*Institutional Effectiveness Planning Workbook*. Contains Examples of IE plans for both academic and administrative units.

<http://www.tamu.edu/qep/outcomes.html>

North Carolina State University Unit Assessment Reports. Scroll to “Assessment processes used by individual NC State units” and click on academic or administrative units.

http://www2.acs.ncsu.edu/UPA/assmt/ases_ovv.htm

Other Examples of IE plans at NC State are at this URL.

<http://www2.chass.ncsu.edu/CWSP/outcomes.html>

West Texas A&M University. *Compliance Report Section 2.5* of the SACS reaffirmation study. Contains examples of IE plans used to support WTA&M's SACS Compliance Report for reaffirmation in 2005, and their *Guidebook for Assessing Student Learning Outcomes*. The Guide provides a list and description of various assessment methods.

<http://www.wtamu.edu/sacs/report/2.5.htm#s2p5r10>

Arizona State University—*Guidelines for the Assessment of Student Learning Outcomes*. A manual for academic departments.

<http://www.asu.edu/oue/assessment.html>

IE Form Information

Academic and administrative reporting forms are available at the Institutional Planning and Effectiveness web site (under construction) along with instructions for filling them out. They follow the same format as the order of the Institutional Effectiveness Model presented at the beginning of the manual.

The evaluation forms are provided so that departments and units will be aware of what the Office of Institutional Effectiveness will be using to evaluate IE plans.

Instructions for Filling Out the IE Reporting Forms

- Step 1** The forms are in Word format. Copy the forms that are appropriate, Academic or Administrative, to your computer. There are 5 copies of the forms. Each Academic program must fill out at least 2 of the forms for evaluating Student Learning Outcomes. Academic Departments that choose to do only 2 Student Learning Outcomes must fill out at least 1 Program Outcome form. Administrative departments must fill out at least 3 Program Outcome forms.
- Step 2** Fill out the information at the top of the form about the department or unit including your mission statement and for academic departments the Academic Program being assessed.
- Step 3** Fill in the Student Learning Outcome or Program Outcome. Identify this outcome as a new outcome or one carried over from last year.
- Step 4** Use the information in the Peace Strategic Plan at the IE Website (under construction)

Click on the **Strategic Plan for the IE Reporting System** link and follow the directions for information concerning the College Mission Statement and the College Goals and Objectives for the IE reporting forms.

- Step 5** Identify the assessment method you plan to use. Identify the name of the assessment instrument, e.g. Major Field Test, Survey of Student Opinion, benchmark, locally developed method for assessment, e.g. portfolio, locally developed test, embedded questions or survey. You only describe or identify the assessment method here and not what you expect the outcome to be.
- Step 6** Identify the criterion or criteria for success. This section should identify the outcome you expect. **For teacher certification programs there are two criteria for success: Criteria for Assessment 1 should be worded: "The first Initial pass rate for completers of the Praxis 1 certification test will be 70%." Criteria for Assessment 2 the criteria should be worded: The final pass rate for completers of the Praxis 1 certification test will be 80%.**
- Step 8** By October 1, 2006 e-mail the forms that are filled out through "Criteria for Success" to dmclennan@peace.edu
- Step 9** By July 15, 2007 fill in the Results and Use of Results sections of each form. In the use of results box put the use made of these results this year or the planned use of the results in the future. For any outcomes carried over from last year explain whether or to what extent the results were used for improvement. E-mail the completed forms to dmclennan@peace.edu

Assessment plans and results submitted to the IE office will be posted to the Institutional Effectiveness area on the "F" drive as they come in.

Academic Assessment Form

Department

Submitted by

Date Submitted

Academic Year

Department Mission Statement

Academic Program

Student Learning Outcome 1

Portion of the College Mission Statement Addressed by Student Learning Outcome 1

College Strategic Plan Goal Addressed by Student Learning Outcome 1

College Objective(s) Addressed by Student Learning Outcome 1

Method of Assessment 1

Criteria for Success

Method of Assessment 2

Criteria for Success

Results (to be reported by July 15, 2007)

Use of Results (to be reported by July 15, 2007)

Student Learning Outcome 2

Portion of the College Mission Statement Addressed by Student Learning Outcome 2

College Strategic Plan Goal Addressed by Student Learning Outcome 2

College Objective(s) Addressed by Student Learning Outcome 2

Method of Assessment 1

Criteria for Success

Method of Assessment 2

Criteria for Success

Results (to be reported by July 15, 2007)

Use of Results (to be reported by July 15, 2007)

Student Learning Outcome 3

Portion of the College Mission Statement Addressed by Student Learning Outcome 3

College Strategic Plan Goal Addressed by Student Learning Outcome 3

College Objective(s) Addressed by Student Learning Outcome 3

Student Learning Outcome 1

Method of Assessment 1

Criteria for Success

Method of Assessment 2

Criteria for Success

Results (to be reported by July 15, 2007)

Use of Results (to be reported by July 15, 2007)

Program Outcome 1

Portion of the College Mission Statement Addressed by Program Outcome 1

College Strategic Plan Goal Addressed by Program Outcome 1

College Objective(s) Addressed by Program Outcome 1

Method of Assessment 1

Criteria for Success

Method of Assessment 2

Criteria for Success

Results (to be reported by July 15, 2007)

Use of Results (to be reported by July 15, 2007)

Program Outcome 2

Portion of the College Mission Statement Addressed by Program Outcome 2

College Strategic Plan Goal Addressed by Program Outcome 2

College Objective(s) Addressed by Program Outcome 2

Method of Assessment 1

Criteria for Success

Method of Assessment 2

Criteria for Success

Results (to be reported by July 15, 2007)

Use of Results (to be reported by July 15, 2007)

Administrative Assessment Form

Administrative Unit

Submitted by

Date Submitted

Academic Year:

Unit Mission Statement

Program Outcome 1

Portion of the College Mission Statement Addressed by Program Outcome 1

College Strategic Plan Goal Addressed by Program Outcome 1

College Objective(s) Addressed by Program Outcome 1

Method of Assessment 1

Criteria for Success

Method of Assessment 2

Criteria for Success

Results (to be reported by July 15, 2007)

Use of Results (to be reported by July 15, 2007)

Program Outcome 2

Portion of the College Mission Statement Addressed by Program Outcome 2

College Strategic Plan Goal Addressed by Program Outcome 2

College Objective(s) Addressed by Program Outcome 2

Method of Assessment 1

Criteria for Success 1

Method of Assessment 2

Criteria for Success 2

Results (to be reported by July 15, 2007)

Use of Results (to be reported by July 15, 2007)

Program Outcome 3

Portion of the College Mission Statement Addressed by Program Outcome 3

College Strategic Plan Goal Addressed by Program Outcome 3

College Objective(s) Addressed by Program Outcome 3

Method of Assessment 1

Criteria for Success 1

Method of Assessment 2

Criteria for Success 2

Results (to be reported by July 15, 2007)

Use of Results (to be reported by July 15, 2007)

Program Outcome 4

Portion of the College Mission Statement Addressed by Program Outcome 4

College Strategic Plan Goal Addressed by Program Outcome 4

College Objective(s) Addressed by Program Outcome 4

Method of Assessment 1

Criteria for Success 1

Method of Assessment 2

Criteria for Success 2

Results (to be reported by July 15, 2007)

Use of Results (to be reported by July 15, 2007)

Program Outcome 5

Portion of the College Mission Statement Addressed by Program Outcome 5

College Strategic Plan Goal Addressed by Program Outcome 5

University Objective(s) Addressed by Program Outcome 5

Method of Assessment 1

Criteria for Success 1

Method of Assessment 2

Criteria for Success 2

Results (to be reported by July 15, 2007)

Use of Results (to be reported by July 15, 2007)

Peace College
IE Evaluation Form for Academic Programs

Academic Program:	
Reviewed by:	
Date Reviewed:	

Review Criteria

Section I: IE Assessment Plan		
	Yes	No
Were any of last year's outcomes carried over from last year?		
Does the Department mission clearly link to the College Mission?		
Do the Department learning and program outcomes clearly link to the College Strategic Plan goals?		
Do the Department learning and program outcomes clearly link to the College Strategic Plan objectives?		
Do the Student Learning Outcomes identify what students should know and do?		
Is each academic unit learning and program outcome:		
Detailed and specific?		
Appropriate to the department?		
Measurable/quantifiable?		
Where appropriate are multiple methods used to assess learning and program outcomes?		
Are direct assessment measures used? Identify them:		
Are indirect assessment measures used? Identify them:		
Are the assessment methods appropriate for each outcome to be evaluated?		
Do the methods for assessment provide information that can be used for improvement?		
Are success criteria identified for each outcome?		
Are the criteria appropriate for each outcome?		
Are the proposed evaluation methods incorporated into the activities of the department?		
Section II: Results		
Did the assessment provide enough information to determine if outcomes had been achieved?		
Do the results provide information for decisions for improvement of each outcome?		
Are recommended improvements based on assessment results?		
For outcomes that were carried over were last year's recommended improvements made?		

Assessment Plans needing modification will be returned for the department response or revision.

Peace College
IE Evaluation Form for Administrative Units

Administrative Unit:	
Reviewed by:	
Date Reviewed:	

Review Criteria

Section I: IE Assessment Plan		
	Yes	No
Were any of last year's outcomes carried over from last year?		
Does the unit mission clearly link to the College Mission?		
Do the Unit program outcomes clearly link to the College Strategic Plan goals?		
Do the Unit program outcomes clearly link to the College Strategic Plan objectives?		
Is each Unit program outcome:		
Detailed and specific?		
Appropriate to the Unit?		
Measurable/quantifiable?		
Are multiple methods used to assess learning and program outcomes?		
Are direct assessment measures used?		
Identify them:		
Are indirect assessment measures used?		
Identify them:		
Are the assessment methods appropriate for each outcome to be evaluated?		
Do the methods for assessment provide information that can be used for improvement?		
Are success criteria identified for each outcome?		
Are the criteria appropriate for each outcome?		
Are the proposed evaluation methods incorporated into the activities of the unit?		
Section II: Results		
Did the assessment provide enough information to determine if outcomes had been achieved?		
Do the results provide information for decisions for improvement of each outcome?		
Are recommended improvements based on assessment results?		
For outcomes that were carried over were last year's recommended improvements made?		

Assessment Plans needing modification will be returned to the department for response or revision.