



# Institutional Effectiveness

## Learning Outcomes

# Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

- 3.3.1.1 educational programs, to include student learning outcomes
- 3.3.1.2 administrative support services
- 3.3.1.3 educational support services
- 3.3.1.4 research within its educational mission, if appropriate
- 3.3.1.5 community/public service within its educational mission, if appropriate



# Defining Outcomes Assessment

- “Action Research” used to inform local action
- Gathering indicators useful for decision-making
- Using best data possible to make decisions
- Does not always require standardized tests
- Is NOT an evaluation of personnel/faculty

# Why Assess?

- If you are spending time and resources on “something,” you should see if “it” is working.
- The course syllabus lists critical thinking or scientific inquiry as course objectives. Is there evidence to support this claim? Students should be learning ... are they?
- Both federal and state government continue to require increased accountability for funding.



# What are Outcomes?

- Specific statements of what students will learn
- Expectations of what will “come out” of a program
- Values that guide a program – reason we are here!

# Assessment Steps

- #1 - Express outcomes (goals) for student learning
  - a. What should students know, think, or do as a result of experiences?
  - b. Be specific for measurement
  - c. Be observable in order to measure

**Note:** Outcomes are related to students ... they are NOT anything that the instructor does.

# Assessment Steps (cont.)

- #2 - Gather evidence to see if students are meeting goals ... Not one instrument captures everything!
  - a. Direct measures – directly evaluates student work (i.e., capstone experience, portfolios, standardized exams, course-embedded assessment [locally-developed tests, papers, projects, presentations, performances, etc.], licensure, certification & professional examinations)
  - b. Indirect measures – asking students, or former students, their perspective or tracking after graduation (i.e., alumni, employer & student surveys, exit interviews/focus groups, retention & transfer rates, graduation & persistence rates, length of time to degree, entering test scores, job placement data, curriculum analysis)



# Assessment Steps (cont.)

- #3 Use information collected to make improvements





# Assessment Plans & Reports

- For the assessment process to be beneficial, plans and reports must be maintained.
- A plan describes “what” you will do in the future.
- A report describes “what” you have done.
- Plans and reports should be reviewed in a systematic process by a committee of various constituents.
- A review of current plans should begin with an assessment audit.

# Assessment Audit

- List all places on-campus where you think assessment is occurring
- Now, determine if any of these units might have data you could use
- Review current plan – revisit unit mission statement and program goals
  - a. Is measurement of outcomes possible?
  - b. Does the unit USE the data collected? Why or Why not?
  - c. How can you make changes to your plan to make it useful?

# References

- Carter, Michael., North Carolina State University; *Generating Outcomes (Assessment 101: The Nuts and Bolts of Assessment)*, PowerPoint presented at Undergraduate Assessment Symposium (April 6, 2006)
- Walvoord, Barbara E., *Assessment Clear and Simple* (2004), Jossey-Bass: San Francisco, CA