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| Unit Improvement Report Review: | Date: | Final Score: | #VALUE! |
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Institutional effectiveness (IE) can be defined as the systematic and ongoing process of collecting, analyzing, and acting upon data related to the goals that support the mission of the institution. Its focus is upon quality improvement through evidence-based decision-making. By comparing actual performance to stated targets through the assessment process, we hold ourselves accountable for engaging successfully in continuous quality improvement. IE Improvement plans also enable us to clarify future direction, establish priorities, share decision-making, improve organizational performance, plan for change, and create unity of purpose.

SLO/AO #1 Name:

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| <p>Expected Outcomes – Student Learning Outcomes (SLOs) and Administrative Outcomes (AOs) must be singular and measurable.</p> | <p>AOs at the department/division level should be designed to support the goals of both the department and the institution. This may be accomplished by the data-driven decision process which entails: 1.) What goals are to be accomplished by the department/division and how are they accomplished, 2.) What type of assessment will best inform the department of the extent to which they are meeting their goals.</p> <p>SLOs are specific statements that describe the abilities, skills, knowledge, and/or values that you want students in your program to acquire. Action verbs are used to describe exactly what and how a student will demonstrate learning.</p> |
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| | SLO does not address Student Learning or AO is not related to the Office/Dept. | AO/SLO is not measurable. | AO/SLO is too broad, or appears to be measuring more than one outcome. | AO/SLO describes expected outcome, but requires refinement or further information. | AO/SLO clearly describes a single measurable outcome. | Total Possible Points: 10 |
| | 0 | 0 | 0 | 5 | 10 | SCORE |

Comments:

AO/SLO #1 METHOD

Method of Assessment: SLO's must be assessed with at least one **direct** method. AO's do not require a direct method. For best practice, select at least two separate methods for measuring AOs and SLOs. Five bonus points are given to outcomes with two or more methods. It may not be possible to measure outcomes in multiple ways in some cases.

• An important qualification to keep in mind when selecting measures for SLOs is that course grades are not acceptable for this purpose.

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| <p>Direct Measures are learning assessment tools. Academic units should use multiple direct measures of learning. Direct measurements are often derived from student course work.</p> <ul style="list-style-type: none"> • Capstone courses/experiences • Case Studies • Portfolio Assessments • Assessment of Research Papers/ Projects with a Standardized Rubric • Licensure Exams and certifications • Internship Evaluations • Written/oral comprehensive exams • Juried reviews of projects, exhibitions, performances • Standardized tests (Major Field Achievement Test, Critical Thinking Ability, Academic Profile, etc.) | <p>Indirect Measures (outputs) can provide useful information but DO NOT directly assess learning.</p> <p>Indirect measurements are based on the opinions or attitudes toward what was learned that students, alumni, employers, and others may hold (e.g., graduating senior or alumni surveys) or are comprised of data that implies learning has taken place (e.g., job placement statistics and standardized surveys such as the National Survey of Student Engagement) AO's often use data reports to measure performance.</p> |
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| | <p>SLO: No method of assessment clearly identified <u>OR</u> only one Indirect method <u>AND</u> No documents attached.</p> <p>AO: No method of assessment clearly identified <u>AND</u> no document attached.</p> | <p>SLO Only: Method is described but is based only on one Indirect Measure. <u>Documents attached.</u></p> | <p>SLO: Method is described and is based on a Direct Measure.</p> <p>AO: Method (direct or indirect) is described. Documents <u>not</u> attached.</p> | <p>SLO: Method is direct and clearly described. <u>Document attached.</u></p> <p>AO: Method is clearly described. <u>Document attached.</u></p> | <p>AO/SLO: More than one measure listed. Each measure is clearly defined. At least one is Direct (if SLO). All Documents <u>not</u> attached.</p> | <p>AO/SLO: More than one method. Each method to assess is clearly described. For SLOs, at least one method is Direct. <u>ALL Documents attached.</u></p> | <p>Total Possible Points: 20</p> |
| 0 | 10 | 15 | 20 | 20 | 25 | SCORE: | |

Comments:

AO/SLO 1 Criterion

AO and SLO criteria are stated in such a way that it is clear what performance level is to be considered successful. For each method of measuring the AO/SLO, a quantitative goal for the desired level of performance on the measurement must be stated. This target level or criterion may be a specified percentage of students attaining a given outcome, score on a test, or some other numeric value that reflects what you believe ought to be the ideal outcome. Be prepared to explain why the criterion is set at your chosen level.

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| | <p>No quantitative/measurable goals for the desired level of performance have been stated.</p> | <p>More than one active method, but not all specify a quantitative goal for the desired level of performance.</p> | <p>For each active method, a clearly stated quantitative goal for the desired level of performance has been specified.</p> | <p>Total Possible Points: 10</p> |
| | <p>0</p> | <p>5</p> | <p>10</p> | <p>SCORE: </p> |

Comments:

| AO/SLO #1 Results: | | | | | | | |
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| <ul style="list-style-type: none"> • How do the results compare to your expectations? How did results from off-site locations, online, and face-to-face programs/services compare with the overall results, if applicable? • Have you provided evidence of your results? • Did you provide total number of students/participants completing the assessment along with % meeting your criterion? • Did you explain the impact of recent improvements on the results? | | | | | | | |
| Active outcome for more than one cycle, no results. | Results of assessment are stated. <u>No comparison explicitly stated, no evidence attached.</u> | Results of assessment are stated. Results are <u>compared</u> to Plan expectations explicitly. <u>No evidence</u> of results is provided. | Results of assessment are stated. Results are not disaggregated between modalities for programs with multiple delivery modes. <u>Evidence of results is provided.</u> | Results of assessment are stated and disaggregated if necessary. Results are <u>not compared</u> to Assessment Plan expectations explicitly and impact of improvement are not discussed. <u>Evidence of results is provided.</u> | Results of assessment are stated and disaggregated if necessary. Results are compared to criteria in detail and <u>evidence of results is provided.</u> Impact of improvements discussed. | * New outcome and/or assessment method.* There has not been sufficient time (1 academic year) for data collection since the AO/SLO or method was updated. | Total Possible Points: 20 |
| 0 | 5 | 10 | 10 | 15 | 20 | 20 | SCORE: 20 |
| Comments: | | | | | | | |

| Use of Results for Improvement (formerly Recommendations and Follow-up) | | | | | | | |
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| <ul style="list-style-type: none"> • The final step is the most crucial – how will you use the results to continue to improve or enhance services/learning across all modes of delivery? What is the status of last year's recommendations? • What are you going to do to make improvements to address areas in which the criteria was not met? What is your next plan of action? • If goal was met, what can you do to continue to raise standards and/or improve? Remember this IE plan needs to demonstrate evidence of improvement. • If the findings consistently suggest that no improvement is needed, then programs should consider examining a more useful AO/SLO, or setting more demanding target levels for existing methods of measurement. | | | | | | | |
| | Criterion Not Met or Inconclusive- No recommendations/action plan. | Criterion Met. No plans to continue to raise standards/ improve. | Criterion Met, Not Met, or Inconclusive- Program has identified how they are using the overall results to continue to improve student learning/performance. However, criterion is not compared and discussed across modalities, if applicable. | Criterion Met, Not Met, or Inconclusive- Program has identified how they are using the results to continue to improve student learning/performance. | *New AO/SLO or Method*. Insufficient time for data collection and entry. | Total Possible Points: 10 | |
| | 0 | 0 | 0 | 10 | 10 | Score | |
| | The status of prior recommended improvements not provided. | Program repeats response from previous year. No action taken. | Status update for prior recommended improvements provided. Results are identified and used to measure continual improvement of AO/SLO. | *New AO/SLO or Method*. Insufficient time for data collection and entry. | Total Possible Points: 10 | | |
| | 0 | 0 | 10 | 10 | Score | | |
| No evidence of improvement actions. Phrases like "Continue to monitor" past 1st year. | Using of results of the assessment, overall improvement actions are identified. Actions do not discuss or consider differences revealed by disaggregated data. | Using the results of the assessment, <u>improvement actions are identified and implemented</u> to achieve success. | Having met the Unit's goal, the program has <u>developed new strategies and/or raised the criterion</u> to continue to improve. | Since the findings consistently suggest that no improvement can be made in this area, the program has <u>defined a new outcome to measure</u> . | *New AO/SLO or Method* in first year of implementation. Insufficient time for building a baseline, collecting data and analysis. By year two there should be results and improvement actions. | Total Possible Points: 20 | |
| 0 | 10 | 20 | 20 | 20 | 20 | Score | |
| Comments: | | | | | | | |
| | | | | | | Total Score for SLO #1 | #VALUE! |