



Elements of an IE Report

- *Questions to ask*




Mission and Vision

- **Definitions**
 - Mission – A brief but concise statement of why a unit exists, what its purpose is
 - Vision – A description of what the unit strives to be; reflects the "perfect" or "ideal"
- **Questions to ask**
 1. What is the purpose of the department/program?
 2. What are its primary responsibilities?
 3. Who does it serve?
- **Template - Definition of a Unit**



Goals and Objectives

- **Definitions**
 - Goal – What a unit wants to accomplish; why a unit does what it does
 - Objective – How a unit will know if it has accomplished its goals; specific, measurable statement
- **Questions to ask**
 1. What does the department/program want to accomplish?
 2. How will the department/program know if it has accomplished its goals?
 3. What is the expected outcome?
- **Template – Goal/Objective/Outcome**



A note about Student Learning Outcomes

- A type of objective specific to student learning
- Goal for academic programs
 - Broad statement of what a graduate will know and be able to do upon completion of a course of study
- Student Learning Outcome
 - Measurable statement of how graduates will demonstrate that they have acquired the required competencies



Goals and Outcomes for Academic Programs

- Definitions
 - Goal – Broad statement of what a graduate will know and be able to do upon successful completion of a course of study
 - (Learning) Outcomes – How students/graduates demonstrate that they have acquired the required competencies
- Questions to ask
 1. What knowledge, skills, and attitudes should a graduate acquire as a result of completing a course of study?
 2. How will students demonstrate that they have acquired the required competencies?
- Template – Goal/Objective/Outcome



Assessment Tools

- Definitions
 - Assessment tool – Methodologies used to gather data and determine whether or not the expected outcome was realized
 - Performance Target/Thresholds/Benchmark – Criteria used to determine the successful completion of an objective or mastery of learning outcome
- Questions to ask
 1. What information is needed to determine if the department/program met its goals?
 2. How will that information be collected and how often?
 3. How will the department/program know if a goal has been met?
- Template – Assessment Tools



Assessment of Learning Outcomes

- Two types
 - Direct – an analysis of student behaviors or products in which they demonstrate how well they have achieved the learning outcomes
 - Exams/Tests, Papers, Presentations, Embedded Assignments and Course Activities, Portfolios/Capstone Projects
 - Rubrics are often employed to assess student work products
 - Indirect – an analysis of reported perceptions about how well students have achieved the learning outcomes
 - Surveys, self-assessment, peer-feedback, course evaluations, focus groups, exit interviews
 - GPA, graduation rates, job placement, admission to graduate programs
- Include multiple measures when possible



Results

- Definition
 - Actual Results – Summary of the data collected
- Questions to ask
 1. What were the findings?
 2. How do the results compare to the last time this objective/learning was assessed?
 3. Were the results what was expected?
- Template – Results



Use of Results

- Definition
 - Use of Results – Based on the actual results, what actions will be taken to improve delivery of programs and services; how the results will be used for continuous improvement
- Questions to ask
 1. Where is the department/program succeeding in accomplishing its goals?
 - a. Are there some areas where improvements are needed?
 2. What steps will be taken to improve outcomes/student learning?
 3. If changes were made based on prior year's assessment results, what was the impact of those changes?
 4. What plans are there to continue to move the department/program forward?
- Template – Modifications for Continuous Improvement



Modifications for Continuous Improvement

- Change the Curriculum
- Change Courses
- Redesign Courses
- Change Pedagogy
- Change Assessment Measures
- Change Benchmarks/Thresholds
- Change a Process



Other Elements

- Curriculum Map
 - Maps student learning outcomes to courses
 - Can identify assessment opportunities



What happens when



Recall: IE Process – Four phases

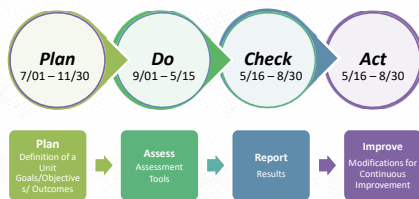


Documenting the IE Process

Four phases



Translating the Process to IE Templates



IE Templates and Questions to Ask



What SACSCOC is looking for



From SACSCOC Resource Manual

