

# Fifth-Year Interim Review

## Loyola University New Orleans

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# In our time together, we will...

- Examine the Fifth-Year Interim Review Process
- Review the 14 Standards & How to Avoid Common Problems
- Outline the Assessment Report Summary Form (companion form to the Annual Report)
- Review The Responsibilities of the SACS Contacts
- Q & A

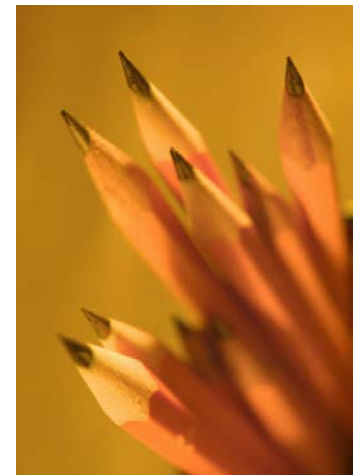


# So how does the Fifth-Year Process Work

- **Notification:** Loyola received notification May 4, 2011, of the Fifth Year Report due date
- **Submission:** The Fifth-Year Interim Report is Due March 25, 2012
- **Review:** The completed report will be reviewed by the Fifth-Year Interim Review Committee
- **Results:** The Committee's letter will be sent in July 2012 informing Loyola of the results of the review
- **Follow-up:**
  - If there are no issues for follow-up, the process ends
  - If there are issues, Loyola will be required to provide an additional report addressing the areas noted

# Components of the Report

- Part I: Signatures Attesting to the Integrity of the Report
- Part II: Abbreviated Institutional Summery Form Prepared for Commission Review
- **Part III: Fifth-Year Compliance Certification (Narratives)**
- Part IV: Additional Reports (none required this review)
- Part V: Impact Report of the Quality Enhancement Plan (QEP)



# SACS Reaccreditation

- SACS Reaffirmation of Accreditation
  - Reaffirmed 2006 – next reaffirmation 2016
  - Fifth Year Interim Review – in process
- Compliance Certification submitted August of 2005
  - Narratives designed to allow SACS reviewers ease of navigation in following contextual links to documented evidence of compliance
    - Web structure & Intranets
- Responses for 14 of original 79 narratives required for Fifth-Year Interim Review

# A Closer Look at Part III

Responding to the 14 areas:

1. CR 2.8 Number of Full-time Faculty
2. CR 2.10 Student Support Programs
3. CS 3.2.8 Qualified Administrators and Academic Officers
4. **CS 3.3.1.1 Institutional Effectiveness: Educational Programs, to include Student Learning Outcomes**
5. CS 3.4.3 Admissions Policies
6. CS 3.4.11 Qualified Academic coordinators
7. CS 3.11.3 Physical Facilities
8. FR 4.1 Student Achievement
9. FR 4.2 Program Curriculum
10. FR 4.3 Publication Policies
11. FR 4.4 Program Length
12. FR 4.5 Student Complaints
13. FR 4.6 Recruitment Materials
14. FR 4.7 Title IV Program Responsibilities and CS 3.10.3 Financial Audits

## Snapshot of Areas that the (39) 2015 Track A Institutions Were Cited

Institutional Effectiveness	CS 3.3.1.1	28	72%
Faculty	CR 2.8	19	49%
	FR 4.4	16	41%
Qualified Academic Coordinators	CS 3.4.11	12	31%
Financial Aid Audits & Title IV Program Responsibilities	CS 3.10.3/FR 4.7	9	23%
Student Complaints	FR 4.5	7	18%
	CS 3.2.8	5	13%
	FR 4.3	4	10%
	FR 4.6	4	10%
	CR 2.10	3	8%
	FR 4.1	2	5%
	FR 4.2	1	3%
	CS 3.4.3	0	0%
	CS 3.11.3	0	0%
	QEP Impact Report	13	33%

*\*Items shaded in yellow were most cited for the 2013 & 2014 cohorts.*

# Narrative Updates

- Narratives handed out to Vice Presidents and Deans at Provost Council, April 2011 for area updates
  - Revise content to reflect any changes to the structure of offices or colleges, such as departments or programs changes, and to
  - Update content to reflect any significant improvements that office/unit has made in the focus area of the principle
- Narratives have been revised with first round of submitted updates
- Assigned coordinators will work with point persons to gather additional information needed for final drafts
- Examples of narratives 4.5 and 3.3.1.1 – some possible areas of improvement and tips for creating stronger responses

## Section IV: Federal Requirements

4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See Commission policy "Complaint Procedures for the Commission or its Accredited Institutions.")

### Judgment of Compliance

Compliance

### Narrative/Justification for Judgment of Compliance

Need examples of student complaints and how process is used to resolve or work though the problem (s)

Student concerns and complaints may be registered at several levels. Loyola University New Orleans is in compliance with this principle because the university has adequate procedures for addressing written student complaints and demonstrates that it follows those procedures when resolving student complaints.

Student academic concerns may be expressed through the office of the designated academic dean. Procedures for integrity of scholarship and grades and classroom discipline are outlined in the [Undergraduate](#), [Graduate](#) and [Law](#) Bulletins. The School of Law has an [Honor Code](#) outlined in the law school academic bulletin. All records addressing academic complaints are housed in the respective academic dean's office.

[Non-academic complaints](#) against a staff member may be expressed informally or formally in writing to the staff member involved in the situation. If this step does not produce satisfactory results, the student should consult the supervisor. Complaints not resolved by the supervisor may be addressed to the departmental director, and if necessary, to the vice president of that division. An impartial examination of the situation will occur and a response to the complaint will be provided. Should a student need help to determine the nature of the complaint and/or the appropriate staff member or department to whom to submit the complaint, he or she should consult the Office of Student Affairs for guidance. Procedures for student complaints against another student, or those involving discrimination and/or harassment are explained in the [Student Code of Conduct](#).

Judicial Affairs is under the Office of Student Affairs and is responsible for the university disciplinary process. The Assistant Vice President for Student Affairs is the university Disciplinary Officer. Student files on all complaints and disciplinary matters are housed in the Office of Student Affairs. The Student Code of Conduct is available online and in written format in the Office of Student Affairs. All incoming students and those living on campus receive a written copy of the Student Code of Conduct.

A [Silent Witness](#) procedure is available for students wishing to register anonymous complaints regarding any matter at the university. The on-line reporting system cannot track the source of the complaint (neither the person submitting it nor the address from where which it originated).

However, contact information may be provided at the sender's request. The system affords students an outlet for reporting incidents which they are reluctant to report through more formal channels and to register complaints in situations where they feel intimidated. The system is monitored daily

The [Parking Brochure](#) contains guidelines [for appeals to parking violations](#) which are made through the [Loyola Express/Parking Services Office](#). The policies and procedures are available electronically.

Snippet of appeals process from parking brochure

The university has a written [Refund Policy](#) which is published in each university bulletin and is available electronically. A student may submit a formal notice to Student Finance for a refund. Student Finance has established and monitors a Feedback Form that can be accessed electronically. The student may submit written questions, complaints or suggestions and receive a written response.

what happens after refund is requested?

The [University Discrimination and Harassment Policy and Guidelines](#) are administered through Human Resources. The Director of Human Resources is the [Title IX Coordinator](#) for the university. In respect to discrimination and harassment complaints made against students, the Office of Student Affairs is responsible for the process and procedures.

What about processes for student complaints (and examples) from distance learning or online courses?

## Supporting Documentation

SOURCE	LOCATION/Special Instructions
<a href="#">Appeals to parking violations</a>	<a href="http://sacs.loyno.edu/docs/4.5/Parking_Brochure_2004.pdf">http://sacs.loyno.edu/docs/4.5/Parking_Brochure_2004.pdf</a>
<a href="#">Graduate</a> (Bulletin, integrity of scholarship and grades)	<a href="http://2011bulletin.loyno.edu/undergraduate/academic-regulations-details#integrity">http://2011bulletin.loyno.edu/undergraduate/academic-regulations-details#integrity</a>
<a href="#">Honor Code</a>	<a href="http://2011bulletin.loyno.edu/law/academic-regulations-overview#honor-code">http://2011bulletin.loyno.edu/law/academic-regulations-overview#honor-code</a>
<a href="#">Law</a> (Bulletin, Integrity of Scholarships and Grades)	<a href="http://2011bulletin.loyno.edu/graduate/graduate-academic-regulations#integrity">http://2011bulletin.loyno.edu/graduate/graduate-academic-regulations#integrity</a>
<a href="#">Loyola Express/Parking Services Office</a>	<a href="http://www.loyno.edu/police/parking">http://www.loyno.edu/police/parking</a>
<a href="#">Non-academic complaints</a>	<a href="http://studentaffairs.loyno.edu/student-inquiries-and-non-academic-complaints">http://studentaffairs.loyno.edu/student-inquiries-and-non-academic-complaints</a>
<a href="#">Parking Brochure</a>	<a href="http://www.loyno.edu/police/parking/parking-traffic-regulations.pdf">http://www.loyno.edu/police/parking/parking-traffic-regulations.pdf</a>
<a href="#">Refund Policy</a>	<a href="http://www.loyno.edu/studentfinance/RefundPolicy.html">http://www.loyno.edu/studentfinance/RefundPolicy.html</a>
<a href="#">Silent Witness</a>	<a href="http://www.loyno.edu/police/silentwitness.php">http://www.loyno.edu/police/silentwitness.php</a>

# FR 4.5 Student Complaints

## Common Issues

- No evidence of implementation provided
- Inappropriate examples (e.g. complaint from a parent)
- Not addressing how distance education student complaints are handled

## Tips

- Provide copy of student complaint policy
- Provide real examples (student names redacted) and illustrate how complaints resolved
- Address how complaints from students in off-campus and distance education programs are handled

## Section III : Comprehensive Standards

3.3.1.1. 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 analysis of those results.

### Judgment of Compliance

Compliance

### Narrative/Justification for Judgment of Compliance

Loyola University New Orleans has established an extensive system for ensuring that we are in compliance with principle 3.3.1.1. We have systematically identified expected outcomes for our educational programs (academic and nonacademic) and our administrative and educational support services. These outcomes are assessed and interventions to pursue improvement are planned, budgeted and evaluated. (See [Principle 2.5](#) regarding Loyola's integrated system of assessment, planning, budgeting, and evaluation of which the assessment and pursuit of improvement of educational program outcomes are a major component).

All planning and assessment begins with [Loyola University's Mission Statement](#). [Key Performance Indicators \(KPI\)](#) were developed by the [University Planning Team \(UPT\)](#) based on the mission statement. Each year the UPT establishes [annual objectives](#) for the university using the KPI and other assessment data. These data sources include several student perceptual surveys including [Student Satisfaction Inventory](#), [Student Exit Survey \(for graduating seniors\)](#), NSSE (and the Faculty version [FSSE](#)), and course evaluations as well as the Common Data Set, and the University [Fact Books](#). A [Ten Year Historical Profile](#) is maintained and used to provide a historical perspective for assessing the university's financial information. Information related to the assessment of our academic programs including student learning outcomes success is also reviewed along with retention and graduation rates.

The deans, chairs, directors and supervisors of each unit within the six offices also have developed strategic plans, outcomes and assessment plans, annual reports (all units follow the Annual Assessment, Planning, & Budget Report Guidelines for Academic and Nonacademic Units), and evaluation Reports of continuous improvement activities in conjunction with their respective staffs and faculties. Each unit has its own intranet website which contains These reports that are viewable by any member of Loyola's faculty and staff. Because of Hurricane Katrina many annual reports for the 2004-2005, and/or 2005-06 academic years did not get uploaded into the intranet websites though previous year's reports are available online.

Intranet maintenance

The [Academic Program Assessment Calendar](#) specifies the schedule of assessing academic programs across the university. In addition, each academic program has an assessment plan for student learning outcomes, as does each college. These plans can be found in the program's intranet website.

In addition, many [Student Affairs' departments](#) (i.e., *Athletics and Wellness, Career Development Center, Co-Curricular Programs(including but not limited to New Student Orientation, Judicial Affairs), Dining Services, Residential Life, Student Health Services, University Counseling Center*) identified student learning, that are part of their assessment plans. These learning outcomes complement the university's Jesuit mission. (These activities are documented within each department's and/or college's intranet site - see, for example, the [Department of English's intranet website](#), The [Department of Nursing's intranet website](#), and the [Department of Psychology's intranet website](#), and for examples of nonacademic departments with student learning and expected service outcomes see the [Co-curricular intranet website](#), [Career Development intranet website](#), [Residential Life intranet website](#) and the [Public Safety/University Police intranet website](#).) Each unit has an ongoing process for collecting and reviewing assessment data and pursuing continuous improvement in order to meet student learning outcomes and/or expected service levels. These ongoing activities are summarized in the departmental annual reports for the academic year.

Each program or college that is accredited is expected to maintain a program of setting objectives, assessment, planning and evaluation consistent with the accrediting body. All the accrediting agencies are listed in the [Fact Book \(accreditation list\)](#) .

The University was selected to join two consortia as part of the [Collegiate Learning Assessment \(CLA\) project](#). One consortium is doing cross-sectional research on freshmen and seniors achievement in critical thinking, quantitative reasoning, and written communication. The second consortium is using the same CLA assessment techniques but following a cohort of students in a longitudinal design starting with freshmen. Unfortunately we have had to postpone for one year our participation in these two research projects because of our closure do to Hurricane Katrina. These three CLA learning outcomes match with our university level learning outcomes for our undergraduates. This assessment will be key for determining how successful we are as a university in achieving these three major learning outcomes, which are part of our Common Curriculum (see Principle [3.4.10](#) and [assessment of the Common Curriculum](#))

Examples of the results of our successful assessment, planning, budgeting, and evaluation processes over the years includes the 1999-2000 [Task Force on Student Success and Retention](#), and the more recent [Joint Task Force of Academic and Student Affairs on Retention \(1\)](#) , [\(2\)](#) , [\(3\)](#) , [\(4\)](#) , and [\(5\)](#) to deal with a reduction in Freshman retention (2004-2005). We also consider that our processes have assisted us in achieving recognition by [U.S. News and Report](#) for the past several years and the continual increase in our retention and graduation rates (see Fact Books for graduation and retention rates).

## Support Documentation

SOURCE	LOCATION/Special Instructions
<a href="#"><u>Academic Program Assessment Calendar</u></a>	<a href="http://www.loyno.edu/apbg/assessment/assmnt_sched_aa1.pdf">http://www.loyno.edu/apbg/assessment/assmnt_sched_aa1.pdf</a>
<a href="#"><u>Annual Assessment, Planning, &amp; Budget Report Guidelines for Academic and Nonacademic Units</u></a>	<a href="http://academicaffairs.loyno.edu/effectiveness/annual-report-resources-0">http://academicaffairs.loyno.edu/effectiveness/annual-report-resources-0</a>
<a href="#"><u>annual objectives</u></a>	<a href="http://www.loyno.edu/provost/upt/universityannualobjectives.html">http://www.loyno.edu/provost/upt/universityannualobjectives.html</a>
<a href="#"><u>assessment of the Common Curriculum</u></a>	<a href="http://chn.loyno.edu/common-curriculum-committee">http://chn.loyno.edu/common-curriculum-committee</a>
<a href="#"><u>Collegiate Learning Assessment (CLA) project</u></a>	<a href="http://www.cae.org/content/pro_collegiate.htm">http://www.cae.org/content/pro_collegiate.htm</a>
<a href="#"><u>Department of English's intranet website</u></a>	<a href="http://chn.loyno.edu/english/intranet">http://chn.loyno.edu/english/intranet</a>
<a href="#"><u>Department of Nursing's intranet website</u></a>	<a href="http://css.loyno.edu/nursing/intranet">http://css.loyno.edu/nursing/intranet</a>
<a href="#"><u>Department of Psychology's intranet website</u></a>	<a href="http://chn.loyno.edu/psychology/intranet">http://chn.loyno.edu/psychology/intranet</a>
<a href="#"><u>Fact Book</u></a>	<a href="http://academicaffairs.loyno.edu/research/university-fact-book">http://academicaffairs.loyno.edu/research/university-fact-book</a>
<a href="#"><u>Fact Book (accreditation list)</u></a>	<a href="http://www.loyno.edu/oir/factbook2004/documents/accprograms_000.pdf">http://www.loyno.edu/oir/factbook2004/documents/accprograms_000.pdf</a>
<a href="#"><u>FSSE</u></a>	<a href="http://academicaffairs.loyno.edu/research/fsse">http://academicaffairs.loyno.edu/research/fsse</a>
<a href="#"><u>Joint Task Force of Academic and Student Affairs on Retention (1)</u></a>	<a href="http://sacs.loyno.edu/docs/2.5/RetentionTFReportJan05.1.pdf">http://sacs.loyno.edu/docs/2.5/RetentionTFReportJan05.1.pdf</a>
<a href="#"><u>Joint Task Force of Academic and Student Affairs on Retention (2)</u></a>	<a href="http://sacs.loyno.edu/docs/2.5/RetentionTFReportJan05.2.pdf">http://sacs.loyno.edu/docs/2.5/RetentionTFReportJan05.2.pdf</a>
<a href="#"><u>Joint Task Force of Academic and Student Affairs on Retention (3)</u></a>	<a href="http://sacs.loyno.edu/docs/2.5/RetentionTFReportJan05.3.pdf">http://sacs.loyno.edu/docs/2.5/RetentionTFReportJan05.3.pdf</a>

# SCHOOL OF MASS COMMUNICATION

College of SOCIAL SCIENCES

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#### UPCOMING EVENTS

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## School of Mass Communication Intranet

### Polices and Procedures

- [School Protocol](#) [PDF](#)
- [School Faculty Resource Manual](#) [PDF](#)
- [University Faculty Handbook](#)
- [ACEJMC 2012 Values and Competencies Guide](#)

### Planning and Assessment Documents

- Annual Reports: [2003-04](#) [PDF](#), [2004-05](#) [PDF](#), [2005-06](#) [PDF](#), [2006-07](#) [PDF](#), [2007-08](#) [PDF](#), [2008-09](#) [PDF](#), [2009-10](#) [PDF](#), [2010-11](#) [PDF](#)
- Strategic Plans: [2005-2010](#) [PDF](#), [2009-2013](#) [PDF](#)
- Five Year Review: [1998-2003](#) [PDF](#)
- Assessment Plans: [2004-05](#) [PDF](#), [2004-05 Matrix](#) [PDF](#), [2009-13](#) [PDF](#)
- Diversity Plans: [2009-2013](#) [PDF](#)

### Meeting Minutes (Department Access Only)

- [Meeting Minutes](#)

### Foms

- [School of Mass Communication Degree Program Course Listing \(DPCL\)](#) [PDF](#)
- [Internship Request Form](#) [PDF](#)
- [Kudos Sheet](#) [PDF](#)

# CS 3.3.1.1 Institutional Effectiveness: Educational Programs

## Common Issues

- Lack of defined student learning outcomes and/or methods for assessing the outcomes
- Limited/Immature data
- Not showing several cycles of growth and assessment
- Non-representative sampling
- Not addressing distance education and off-campus programs

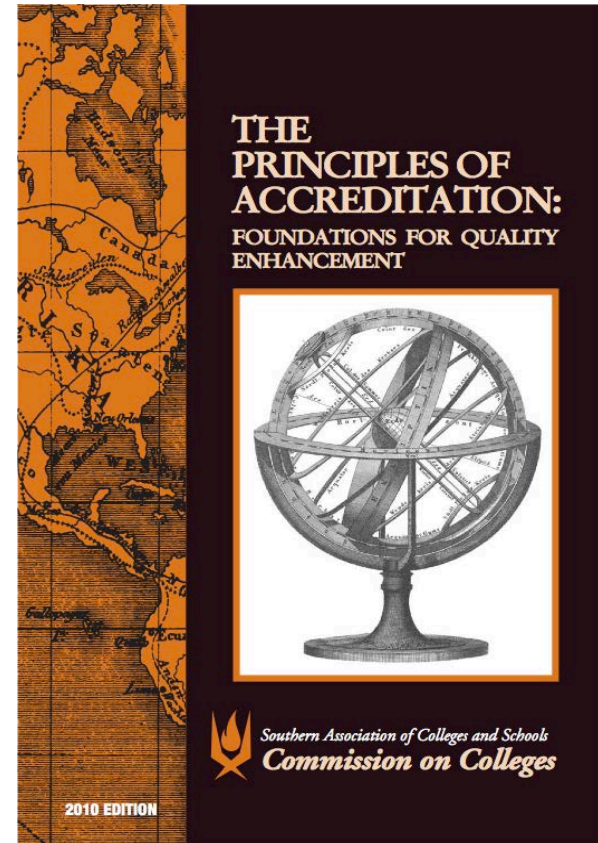
## Tips

- Focus on student learning outcomes and educational programs
- Use mature data
  - If a new system, use data from previous system, if possible, to demonstrate ongoing compliance
- Include rationale for what makes sample reasonable and representative
- Include distance education and off-campus programs if applicable

# SACS Information Site

[www.loyno.edu/sacs](http://www.loyno.edu/sacs)

- Annual Report Template
- Annual Report Resource Guide
- SACS Information Manuals
- 14 draft principles



# In summary...

- Write clearly and succinctly
- Paint a picture, lay the ground work for understanding institutional effectiveness at Loyola
- If it is not in print, it doesn't exist for the SACS evaluator
- Use pointed examples
- Point directly to the specific supporting documentation – excerpting when it makes sense
- When in doubt, ask an AST member for help
- Use sampling when appropriate, but explain your rationale
- Do not forget to include distance education and off-campus programs
- Objective: We have thought about the “issue” and there is a program or protocol in place

## 3.3.1.1 Institutional Effectiveness



Linking it together...

# Institutional Effectiveness (IE): Definition

- Ongoing, integrated, and institution-wide research-based planning and evaluation process that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission (SACS, 2009, p. 16)
- 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: (SACS, 2009, p. 31)

# Institutional Effectiveness: Goal

- Continuous Quality Enhancement
  - “The concept of quality enhancement is at the heart of the Commission’s philosophy of accreditation. . .
  - Although evaluation of an institution’s educational quality and its effectiveness in achieving its mission is a difficult task. . . , an institution is expected to document quality and effectiveness in all its major aspects” (SACS, 2001/2004, p. 5)
- Purpose of IE Requirements
  - Establish an *approach* to ensure and facilitate continuous quality enhancement
  - Provide *evidence* of continuous quality enhancement

# What does assessment accomplish?

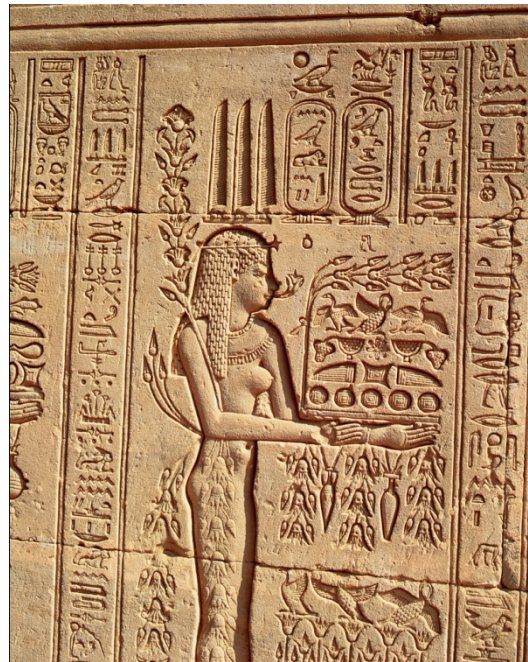
- Ensures that units are examining their services and programs on a systematic basis
- Documents outcomes assessment and internal improvement efforts for the Deans, Provost and Accrediting Agencies ...

**But, the target audience is the Program**

# Assessment allows the program to...

- Demonstrate how well the program is doing
- Identify internal improvements based on fact, not perception
- Focus on implementing improvements that the program determines are a high priority
- Focus resources on what is important
- Permit faculty to determine what, and how well, students are learning
- Evaluate the effectiveness of programs and processes
- Plan and monitor activities and fulfill the university as well as the program's mission

Speaking a common language...



Terms	Definitions
Program/Unit	Refers to any academic or non-academic entity to include: college, department, office, unit, center, institute, minor, etc.
Goals	Statements that describe what the program aims to achieve by the end of each academic year to support the university, college, department, office or unit mission. Must be specific, measurable and observable .
Objectives	Statements that describe detailed aspects of goals (as defined above); can also describe the tasks to be accomplished to achieve the goals – the means to the end, the process leading to the outcome. Statements include a description of how the achievement of the objective supports the goal. Must be specific, measurable and observable .
Student Learning Outcomes (SLO's)	Learning outcomes are the knowledge, skills, attitudes and habits of mind that students take with them from a learning experience by the end of a course, series of courses or at the program level. (Suskie) Must be specific, measurable and observable.
Key Performance Indicators (KPIs)	Specific, <u>measurable</u> statements assessing the performance(s) required to meet the goals , objectives or student learning outcomes identified above (i.e., 85% of our students..., ratings on SSI survey increased..., scores were lower than expected...)
Assessment	Process of identifying, gathering, preparing and analyzing data from multiple sources for program planning and accountability to increase students' learning and development and/or overall process improvement.
Assessment Tools	Instruments used to gather data; examples include: surveys, interviews, focus groups, portfolio...
Evaluation Process	Identify which parties will be involved in interpreting the assessment data. Describe the process.
Results	What you learned from the assessment and evaluation process; specifically, as it informs your goals, objectives and student learning outcomes.
Data Driven Decision Making	How assessment results are used to initiate specific improvements. Include programs/systems that were modified based on the results of the assessment and evaluation process.

# Assessment Report/Plan

## Evaluation Process





# Assessment Report/Plan: Instructions and Important Information

Loyola University New Orleans

## **SECTION 1: MISSION STATEMENT**

Current mission statement for the program. Must match internet, intranet and annual report.

## **SECTION 2: GOALS/OBJECTIVES/STUDENT LEARNING OUTCOMES (IF APPLICABLE)**

### **Goals:**

Statements that describe what the program aims to achieve by the end of each academic year to support the university, college, department, office or unit mission. Must be specific, measurable and observable.

### **Objectives:**

Statements that describe detailed aspects of goals (as defined above); can also describe the tasks to be accomplished to achieve the goals – the means to the end, the process leading to the outcome. Statements include a description of how the achievement of the objective supports the goal. Must be specific, measurable and observable.

### **Student Learning Outcomes:**

Learning outcomes are the knowledge, skills, attitudes and habits of mind that students take with them from a learning experience by the end of a course, series of courses or at the program level. (Suskie) Must be specific, measurable and observable.

Program: Refers to any academic or non-academic entity to include: college, department, office, unit, center, institute, minor, etc.

## **SECTION 3: ASSESSMENT (What assessment tools are you using and how do they address the goals/objectives cited above?)**

### **Assessment:**

Process of identifying, gathering, preparing and analyzing data from multiple sources for program planning and accountability to increase students' learning and development and/or overall process improvement.

### **Assessment Tools:**

Instruments used to gather data; examples include: surveys, interviews, focus groups, portfolio...

## **Section 4: WHERE ARE THE ASSESSMENTS LOCATED?**

Where are the physical assessment tools and analysis summaries located (in the office, on the intranet, etc.)

## **SECTION 5: EVALUATION PROCESS (How were the assessments evaluated?):**

Identify which parties will be involved in interpreting the assessment data. Describe the process.

## **SECTION 6: RESULTS (Links directly to Goals/Objectives in SECTION 2)**

What you learned from the assessment and evaluation process; specifically, as it informs your goals, objectives and student learning outcomes.

## **SECTION 7: USE OF RESULTS (Examples of data-driven decision-making or modifications)**

### **Data-driven decision-making:**

How assessment results are used to initiate specific improvements. Include programs/systems that were modified based on the results of the assessment and evaluation process.

## **SECTION 1: MISSION STATEMENT**

Current mission statement for the program. Must match the mission statement on the internet, intranet and annual report.

- Whenever possible, program goals should tie back to the overall strategic goals for the university (e.g. Enhance Jesuit Values, Improve Student Retention, Enhance Reputation and Stature)

## **SECTION 2: GOALS/OBJECTIVES/STUDENT LEARNING OUTCOMES**

### **Goals:**

Statements that describe what the program aims to achieve by the end of each academic year to support the university, college, department, office or unit mission. Must be specific, measurable and observable.

### **Objectives:**

Statements that describe detailed aspects of goals (as defined above); can also describe the tasks to be accomplished to achieve the goals – the means to the end, the process leading to the outcome. Statements include a description of how the achievement of the objective supports the goal. Must be specific, measurable and observable.

### **Student Learning Outcomes: (if applicable)**

Learning outcomes are the knowledge, skills, attitudes and habits of mind that students take with them from a learning experience by the end of a course, series of courses or at the program level. (Suskie) Must be specific, measurable and observable.

- Focus on high priority items
- Keep it simple: Don't do everything at once
- Make sure it is doable

## **SECTION 3: ASSESSMENT (What assessment tools are you using and how do they address the goals/objectives cited above?)**

### **Assessment:**

Process of identifying, gathering, preparing and analyzing data from multiple sources for program planning and accountability to increase students' learning and development and/or overall process improvement.

You can not, should not, and do not need to measure everything – keep it focused and simple

### **Assessment Tools:**

Instruments used to gather data; examples include...

## Section 3 - Assessment Tools (Examples)

- Written survey questionnaires
- Standardized exams
- Archival records
- Behavior observations
- Oral exams
- Performance appraisals
- Simulations
- Exit and other interviews
- Locally developed exams
- Portfolios
- External examiner
- Tracking log
- Rubrics
- SSI, IPS, NSSE, FSSE, ASPS
- Alumni surveys
- Employer surveys
- Evaluation of lab reports
- Evaluation of instruction
- Embedded testing
- Pre and post tests
- Capstone course

Use triangulation when possible to increase confidence in results.

# Direct vs Indirect Measures

## Direct Measures

- Provide for the direct examination or observation of student knowledge or skills against measurable performance indicators.

## Indirect Measures

- Measure of student learning that ascertain the opinion or self-report of the extent or value of learning experiences

**An ideal assessment program combines direct and indirect measures from a variety of sources.**

# Assessment Measures for Academic Units

## Direct Measures

- Scores/Pass rates on standardized tests
- Portfolio artifacts
- Oral Exams
- Internships (ratings from field supervisor)
- External examiner
- Exit and other interviews

## Indirect Measures

- Written surveys and questionnaires
- Exit and other interviews
- Focus groups
- Alumni surveys
- Employer Surveys



**Whether or not a particular assessment method is direct or indicated depends on the nature of what is being measured and how the method is being used**

# Assessment Measures for Non-Academic Units

## Direct Measures

- Performance Appraisal
- Simulations
- Portfolios
- External examiner
- Archival records
- Behavioral observations
- Exit Interviews
- Student Participation

## Indirect Measures

- Written surveys and questionnaires
- Exit and other surveys
- Focus groups
- SSI, IPS
- NSSE, FSSE

## **Section 4: WHERE ARE THE ASSESSMENTS LOCATED?**

Where are the physical assessment tools and analysis summaries located (in the office, on the intranet, etc.).

- If the SACS evaluator wanted to review the physical tangible documents where would the evaluator need to go to obtain copies of the survey, report, focus group notes, minutes, rubric notes, etc.

## **SECTION 5: EVALUATION PROCESS (How were the assessments evaluated?):**

Identify which parties will be involved in interpreting the assessment data. Describe the process.

- Portfolio evaluated according to rubric by at least two faculty members and one community service partner
- Results of survey, field tests, portfolios, distributed and discussed at faculty meeting
- Advisory council reviews and considers results in fall meeting

## **SECTION 6: RESULTS (Links directly to Goals/Objectives in SECTION 2)**

What you learned from the assessment and evaluation process; specifically, as it informs your goals, objectives and student learning outcomes.

- Met or exceeded last years results in a range of 90-96% (AY 10-11) compared to 88-94% (AY 09-10)...
- Major field tests results were lower last year than previous year by a range of...
- Summary scores for rubric indicated 80% of students achieved 80% or better...

## **SECTION 7: USE OF RESULTS (Examples of data-driven decision-making or modifications)**

Data-driven decision-making:

How assessment results are used to initiate specific improvements. Include programs/systems that were modified based on the results of the assessment and evaluation process.

Here is where you “close the loop” – what have you learned and what are you going to do about it.

- For goals/objectives 3, 6, 8 and 9 – no modifications recommended at this time.
- For SLO goals/objectives 1, 5, 7 – Include a field trip as part of capstone course to improve...
- Develop a tracking log for ... to improve ...

# Final thoughts...

- It is understood that departments are at different places in the maturity of their assessment processes
- No two programs are alike
- All departments/units have some assessment taking place (either formally or informally): The goal is to identify activities and operationalize the assessment process
- There is no magic bullet - No one assessment mechanism is universally acceptable
- Each program has to decide what it needs and wants to assess about its activities and programs
- The final product is the conversation and shared understanding about what and how to accomplish your goals and objectives
- You don't have to be "bad" to get better

# Are you a SACS Contact Person?

Colleges & VP Offices SACS Contacts	
Alicia Bourque	Student Affairs
Rhonda Brehm	Institutional Advancement
Jo Ann Cruz	College of Humanities & Natural Science
Tony Decuir	College of Music & Fine Arts
Phil Frady	College of Social Science
Angie Hoffer	College of Business
Elizabeth Kordahl	Academic Affairs
Ricardo Marquez	Mission & Ministry
Jayne Naquin	Finance & Administration
Laura Quigley	Mission & Ministry
Andy Piacun	College of Law
Deborah Poole	Library
Erin Sutherland	Enrollment Management

# What Is Your Role as the SACS Contact for Your Division/College/Department/Unit?

Working as the liaison between your college/division/office and the Assessment Support Team (AST) and the Narrative Coordinators, primarily by facilitating communication and the timely completion of essential tasks.

# What tasks will you undertake as SACS Contact?

ASAP	Communicate deadline and requirements for all annual reports between 2006 and 2011 to your areas of responsibility
By 9/9	Follow up with your areas that have not posted annual reports
By 10/31	Conduct an inventory of all new, closed, or significantly restructured programs in the last 5 years
By 11/11	Work with chairs and directors to ensure timely completion of Institutional Effectiveness Assessment Plans for all programs
Upon request	Contribute data and/or drafts to narrative coordinators
Upon request	Ensure accuracy of all sections of all narratives pertaining to their college or unit
Upon request	Ensure links in final SACS narratives are active and accurate

See the SACS Contacts Responsibilities handout for more details

# Tool Kit

- Narrative Coordinators and Contributors Chart
- Assessment Report/Plan
  - Template
  - Examples
  - Instructions and Important Information
- Article: *Assessing Student Learning, "What is Assessment"* (Linda Suskie)
- List of all SACS Contacts for each college and VP office
- SACS 5<sup>th</sup> Year Review Gantt Chart (abridged)
- Tool Kits of SACS Contacts also include:
  - List of departments/units within your area of responsibility
  - Itemized responsibilities of SACS Contacts

