



Reaffirmation of Accreditation: Institutional Effectiveness/ Outcomes Assessment

The University of Alabama in Huntsville
Office of Institutional Research & Assessment

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Outcomes

- Assessment Coordinators 101
- Information Only
 - What is Institutional Effectiveness
 - Relation to SACS COC 2.5
 - Relation to SACS COC 3.3.1
 - Definitions of Assessment
 - Fundamental Concepts of Assessment
- Components of Assessment Report
- Assessment Rubric
- Good & Bad Examples of Assessment
- Expectations
- Report Writers

Assessment Coordinators 101

- Organized approach for
 - collection & dissemination of academic and administrative outcomes/assessment reports
- Communicate assessment information to report writers
- Review Team

Institutional Effectiveness

- Institutional Effectiveness is the extent to which an institution achieves its mission and goals.
- The demonstration of institutional effectiveness is a critically important component of the SACS COC accreditation process.
- Institutional effectiveness involves the entire university community.

SACS COC CR 2.5

SACS COC Principles of Accreditation

Core Requirements 2.5

The institution engages in ongoing, integrated, and institution-wide, research-based planning and evaluation processes that include

- a systematic review of institutional mission, goals, and outcomes;
- results that show continuing improvement in institutional quality; and
- data that documents that the institution is effectively accomplishing its mission.

Institutional Effectiveness

SACS COC Principles of Accreditation

Comprehensive Standard 3.3.1

The institution identifies expected outcomes for:

- **educational programs** (including student learning outcomes for educational programs) and its **administrative support services, academic and student support services, research within its mission, if appropriate, community/public service within its mission, if appropriate**
- **assesses** whether it achieves **these outcomes**; and
- **provides evidence of improvement** based on analysis of those results.

Definitions of Assessment

- Assessment involves the use of empirical data on student learning to refine programs and improve student learning. *Assessing Academic Programs in Higher Education* by Allen 2004.
- Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. *Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning* by Huba and Freed 2000.
- Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. *Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes* by Erwin 1991.
- Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. *Assessment Essentials: planning, implementing, and improving assessment in higher education* by Palomba and Banta 1999.

Source: *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching To Learning* by Huba and Freed 2000.

Fundamental Concepts of Assessment

- *Formulating Statements of Intended Learning Outcomes* – statements describing intentions about what students should know, understand, and be able to do with their knowledge when they graduate.
- *Developing or Selecting Assessment Measures* – designing or selecting data gathering measures to assess whether or not our intended learning outcomes have been achieved. *Includes*
 - *Direct* assessments – projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams – which ask students to demonstrate what they know or can do with their knowledge.
 - *Indirect* assessments – self-report measures such as surveys – in which respondents share their perceptions about what graduates know or can do with their knowledge.
- *Creating Experiences Leading to Outcomes* – ensuring that students have experiences both in and outside their courses that help them achieve the intended learning outcomes.
- *Discussing and Using Assessment Results to Improve Teaching and Learning* – using the results to improve individual student performance.

Source: *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching To Learning* by Huba and Freed 2000.

Components of Assessment Report



ASSESSMENT PLAN AND REPORT FOR ACADEMIC UNITS

Academic Unit Name: Click here to enter text.

School/College/Department: Click here to enter text.

Department Chair or Administrator: Click here to enter text.

Unit Mission Statement: Click here to enter text.

Link to University Goals (please check the goals your mission is aligned with):

- Be nationally and internationally recognized as an institution to which government, industry, and academic leaders turn for opinions on societal issues, especially those involving technology
- Strengthen and maintain a financial, physical, and personnel infrastructure that supports continuous quality enhancement and the pursuit of excellence in research and education
- Ensure an environment where curiosity, discovery, innovation, and entrepreneurship are valued
- Graduate students able to address problems through integration of knowledge across disciplines
- Foster an environment of community service and engagement and global experience and understanding
- Be unique in opportunities to explore and experience the relationships among technology, culture, and the arts



ASSESSMENT PLAN AND REPORT FOR ACADEMIC UNITS

OPERATIONAL OUTCOME 1: [Click here to enter text.](#)

Does this outcome relate a Strategic Priority?

Yes

No

If so, which one(s): [Click here to enter text.](#)



ASSESSMENT PLAN AND REPORT FOR ACADEMIC UNITS

LEARNING OUTCOME 1: [Click here to enter text.](#)

Does this outcome relate to any of the following?

- General Education
 - Research
 - Public Service
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1A: Assessment Method: [Click here to enter text.](#)

1A: Assessment Target: [Click here to enter text.](#)

1A: Data Collected: [Click here to enter text.](#)

1A: Use of Results: [Click here to enter text.](#)

1B: Assessment Method: [Click here to enter text.](#)

1B: Assessment Target: [Click here to enter text.](#)

1B: Data Collected: [Click here to enter text.](#)

1B: Use of Results: [Click here to enter text.](#)

Assessment Rubric

- Outcome
- Assessment Method
- Target
- Data
- Use of Results
- Overall Document

Outcome

ASSESSMENT PLAN		1: Acceptable	0: Not Acceptable
OUTCOME			
Describes unit's current services, processes or instruction	Outcome clearly states current services, processes or instruction	a: Outcome is not clearly focused on current services, processes or instruction	
		b: Outcome is future-focused or relates to individual employee performance	
Is succinctly stated	Describes a focused Outcome	a: Describes multiple Outcomes only somewhat related	
		b: Describes multiple unrelated Outcomes	
Is under control of unit	Unit has control or responsibility for Outcome	a: Unit has modest control or responsibility for Outcome	
		b: Unit has little or no control or responsibility for Outcome	

Assessment Method

ASSESSMENT PLAN		1: Acceptable	0: Not Acceptable
ASSESSMENT METHOD			
Directly measures service, process or instruction	All Assessment Methods directly measure Outcome	a: At least one Assessment Method directly measures Outcome	
		b: Assessment Methods do not effectively measure Outcome	
Addresses all aspects of the Outcome	Assessment Methods measure all aspects of Outcome	a: Assessment Methods measure some, but not all aspect of the Outcome	
		b: Assessment Methods do not effectively measure Outcome	
Multiple methods reported	Multiple Assessment Methods are proposed	a: A single direct Assessment Method is proposed	
		b: No Assessment Methods are proposed that measure the Outcome	

Target

ASSESSMENT PLAN	1: Acceptable	0: Not Acceptable
TARGET		
Is appropriately stated	Targets are clearly stated and use item analysis when appropriate	a: Targets are vague or do not use item analysis if appropriate
		b: Targets are missing or not aligned with Assessment Method

Data

ASSESSMENT PLAN	1: Acceptable	0: Not Acceptable
DATA		
Are detailed and sufficient	Sufficient data are reported in adequate detail to assess the Outcome	a: Data are reported, but more data would increase confidence in results
		b: Inadequate data were reported to assess the Outcome
Are linked to Target and Assessment Method	Data clearly aligns with Assessment Method and Target	a: Data somewhat align with Assessment Method and/or Target
		b: Data are not aligned with Assessment Method and/or Target

Use of Results

ASSESSMENT PLAN	1: Acceptable	0: Not Acceptable
USE OF RESULTS		
Address gaps identified by data	Unit improvements that clearly stem from Assessment Data are proposed; OR Target was met	a: Vague statement of unit improvements are proposed
		b: No improvements are proposed, despite Target not being met
Are stated in the past tense	Unit improvements are already in place; OR Target was met	a: Unit improvements are scheduled for implementation
		b: Needed unit improvements have not been identified

Learning Outcome Examples

- Outcome:
 - Graduates in Computer Science will be able to develop web pages, write and debug programs in multiple languages, understand basic computer concepts, and be able to describe the impact of technology on society.
 - Graduates in Nursing will have successfully performed each of the *Essential Functions*.

Means of Assessment & Targets

- We will analyze final exams from the capstone course. 85% of our majors will pass the final with a score of at least 60%.
- A random sample of lab reports from the sophomore lab courses will be graded using a rubric. The criterion for success is that 75% of lab reports will be judged as “satisfactory” or “excellent.”

Use of Results

- Data collected in *English 490* indicated students were not sufficiently prepared to make presentations. A faculty committee has been appointed to make recommendations to improve performance in this area.
- Based on the unsatisfactory average score of the math proficiency test given to all graduates, a new math faculty member has been hired.

Operational Outcome Example

- Information Technology will procure new networking equipment.
- The Career Center will ensure that 90% of graduates obtain jobs or pursue a higher degree.
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