

Institutional Effectiveness

Understanding the IE Process at the University of New Orleans

Office of Institutional Effectiveness and Assessment
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Overview

Institutional mission

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General education goals

QEP goal

Institutional effectiveness cycle

Institutional effectiveness plan template

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UNO Flow Chart

Institutional Mission

Institutional
Strategic
Plan

QEP
Goal

General
Education
Goals

Institutional Effectiveness Cycle

UNO Mission Statement

The University of New Orleans, a selective-admissions university, is a comprehensive urban research university committed to providing a quality education to undergraduate and graduate students in a variety of humanities, arts, sciences, and professional programs. As an urban research university, we are committed to conducting research and service in these fields. UNO serves students from throughout the Greater New Orleans area and state, as well as those from the nation and the world. The university serves both public and private business as well as civic and cultural organizations by providing a broad range of academic and cultural activities and service learning experiences. The University of New Orleans is, indeed, a community asset. Through its expanding research programs, the university continues to provide valuable opportunities in the pursuit of new knowledge.

UNO provides an array of programs and services, including baccalaureate, master's and doctoral programs in urban studies, communications, education, engineering, business healthcare management, hospitality management, integrative biology, chemistry, psychology, political science, and financial economics. The university also offers services to meet statewide economic development needs and workforce development initiatives.



Institutional Strategic Plan

2011-2014

1. Academic Programs
2. Students
3. Faculty
4. Staff
5. Community
6. Research



General Education Goals

All students completing a baccalaureate degree attain appropriate competencies, as follows:

1. To communicate effectively in oral and written English
2. To read with comprehension
3. To reason abstractly and think critically
4. To understand numerical data and statistics
5. To understand the scientific method
6. To be familiar with key technological and informational applications
7. To learn independently
8. To recognize and appreciate cultural diversity
9. To understand the nature and value of the fine and performing arts
10. To develop a personal value system while retaining a tolerance for others
11. To understand the American political and economic system



QEP Goal: First Year Initiative

Improve learning for all new students, including those perceived to be at risk, while maintaining challenging academic standards.

1. UNIV 1001: University Success
2. Freshman Math
3. Freshman English



Institutional Effectiveness Definition

- ◆ Systematic and ongoing process of collecting, analyzing and acting on data
- ◆ Goals and outcomes developed to support university and unit missions
- ◆ Measuring results
- ◆ Using results for decision-making and improvement

Institutional Effectiveness

Importance of Process and Outcomes

- ◆ Provides for participatory planning and assessment process within colleges, academic programs, and service units
- ◆ Aligns individual college, academic program or service unit missions with the larger university mission
- ◆ Ensures compliance with SACS Comprehensive Standards
- ◆ Tightly connected to budgeting process

SACS Standard 2.5

Institutional Effectiveness

- ◆ The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes 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.

3.3 Institutional Effectiveness

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

3.3.1.1 educational programs, to include student learning outcomes

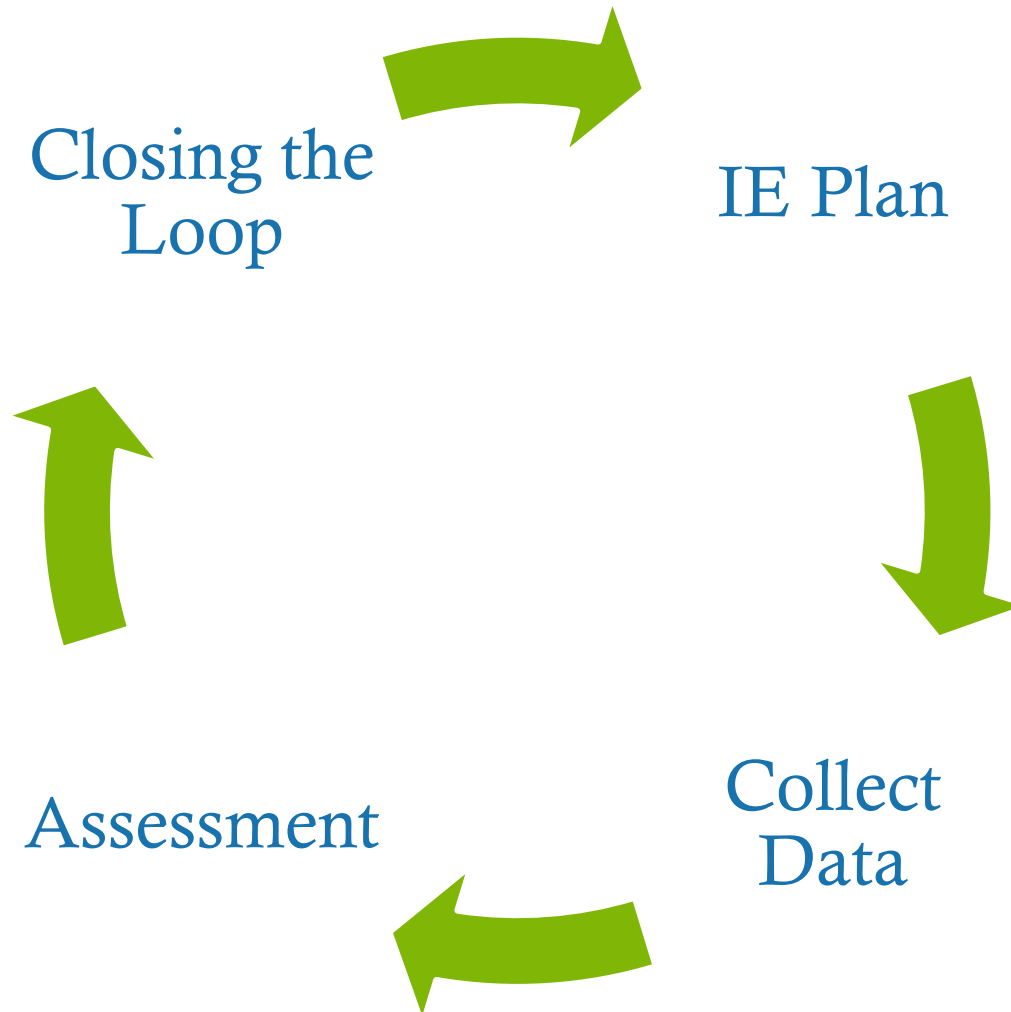
3.3.1.2 administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5 community/public service within its mission, if appropriate

IE Annual Cycle



IE Plan Types

- ◆ College
- ◆ Department
- ◆ Academic program
- ◆ Non-academic service/support unit

IE Academic Plan

- ◆ Mission statement
- ◆ Student learning outcomes
- ◆ Strategic plan goals
- ◆ Other goals as needed

Program Mission Statement

- ◆ Broad statement of purpose that links to university mission
- ◆ Who you are, what you do, who you do it for
- ◆ Academic program missions should include teaching, research and service
- ◆ List student-oriented missions first

Student Learning Outcomes

SACS

- ◆ SACS is asking the university to “demonstrate that it identifies expected outcomes, including student learning outcomes; assesses the extent to which it achieves those outcomes; and makes improvements based on analysis of results for its educational programs.”

Student Learning Outcomes

Competencies

- ◆ Learning outcomes are statements of **what is learned by students** as opposed to what faculty teach, processes that students are exposed to, experiences that they should have, or their level of satisfaction
- ◆ Competencies include
 - ◆ Knowledge – what should students know?
 - ◆ Skills – what should student be able to do?
 - ◆ Attitudes – what should students value, think or care about?
- ◆ Competencies may be
 - ◆ Factual
 - ◆ Conceptual
 - ◆ Procedural
 - ◆ Metacognitive


Student Learning Outcomes

SMART

- ◆ **Specific**
- ◆ **Measurable**
- ◆ **Aspirational, but Attainable**
- ◆ **Reasonable and Relevant**
- ◆ **Time-specific and Timely**

Student Learning Outcomes Development

- ◆ Focus on specific, measurable, attainable goals related to the program
- ◆ What evidence is needed to understand how well students are learning this?
- ◆ Now write a learning outcome for your program
- ◆ “At the end of this program, student will . . . [know, value, do]”



Student Learning Outcomes

Examples of direct measures

- Tests*
- Licensure/professional exams
- Internships
- Jury-judged capstone courses
- Theses/dissertations
- Portfolios of student work over time
- Authentic performances/demonstrations
- Juried activities with outside panels

Student Learning Outcomes

Examples of indirect measures

- ◆ Self-reports
 - ◆ Questionnaires
 - ◆ Student satisfaction surveys
 - ◆ Exit surveys
- ◆ National Survey of Student Engagement (NSSE) data
- ◆ Alumni surveys
- ◆ Employer surveys
- ◆ Focus groups
- ◆ Job placement data
- ◆ Retention rates
- ◆ Graduate rates

Student Learning Outcomes

Student Learning Outcomes What specifically do you want students to learn	Assessment Methods How this will be evaluated Include one direct and one indirect measure	Assessment Criteria What level of achievement	Assessment Results Findings	Closing the Loop Changes implemented as a result of findings
Philosophy				
1. Students will be able to present critically, yet sympathetically, philosophical views that differ from their own.	Three “My Take on Things” essays in the Learning Portfolio of all graduating majors will be evaluated by two faculty each, using a departmental “argumentation” rubric.	80% will score at ‘satisfactory’ or above on the rubric.		
2. Philosophy majors will demonstrate a broad familiarity with the history of philosophy and with philosophy’s main fields and schools of thought.	Pre and post score on departmental examination.			
3. Students will be capable of reading both primary and secondary sources in philosophy and of analyzing their argumentation.	Panel review of oral presentation during capstone course.			
4. Students will be capable of developing philosophical arguments of their own, including the coherent support of conclusions with premises and the ability to formulate and reply to reasoned objections.	Assessment of paper completed in capstone course using departmental rubric.			Page 22 of 29

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History				
1. Students shall be able to demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.	Juried review of paper submitted in capstone course.			
2. Students will employ a full range of techniques and methods used to gain historical knowledge.	Review of methodology log maintained by student throughout program of study by two faculty using departmental rubric.			
3. Graduates will be critical readers of both primary and secondary sources, and will use and properly cite both types of evidence in their written work.	Review of paper developed in capstone course using departmental rubric.			
Political Science				
1. Students effectively use argument and evidence to communicate and support original analysis of political phenomenon.	Panel review of oral presentation during capstone course.			
2. Students learn the defining concepts, theories, and methods of political science.	Pre and post scores on departmental examination.			
Music				
1. Demonstrate performance ability at an acceptable level as evaluated by the Department of Music Faculty.	Juried review of student performance by two faculty using a departmental rubric.			
2. Demonstrate a working knowledge and understanding of music theory and music history/ Literature.	Pre and post scores on departmental assessment.			Page 23 of 29

Strategic Plan Goals

Department:				
Academic Programs Included:				
Strategic Plan Goal	Strategies/Actions	Planning Goals	Time Frame	Resources Required
1. Increase access to the University by expanding course offerings and delivery methods and maintaining affordability of classes.	Offer the department's Master's degree 100% online	<ol style="list-style-type: none"> 1. Training for faculty 2. Development of more streamlined curriculum 3. Marketing of program 4. Delivery of program 	By Fall 2015, begin offering program with 3 courses developed and ready to deliver each semester.	\$10,000 in stipends to support summer training for faculty
2.				
3.				
4.				

IE Plan Assessment

- ◆ Student learning outcomes/strategic plan goals
- ◆ Assessment methods
- ◆ Assessment criteria
- ◆ **Assessment Results**
- ◆ **Closing the loop**

Closing the Loop

- ◆ Analyze data, then modify strategies as needed to better achieve measurable objectives
- ◆ Plans and assessments are not judged by whether or not objectives were achieved, but by whether or not a documented effort was made
- ◆ Clearly state how and when findings were reviewed
- ◆ Clearly state changes implemented as result of the findings
- ◆ Plan included for how success of implemented changes will be tracked



Plan and Assessment Submissions

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References and Resources

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