

INSTITUTIONAL EFFECTIVENESS AND OUTCOMES ASSESSMENT IMPLEMENTATION ON CAMPUS pdf

1: Institutional Effectiveness

Institutional Effectiveness and Outcomes Assessment Implementation on Campus: A Practitioner's Handbook. Nichols, James O. A guidebook for the individual or group of persons on a college campus responsible for implementation of institutional effectiveness or outcomes assessment activities is presented in seven chapters.

Centrality of Planning and the Institutional Mission The beginning of separation activities between TSC and UTB has allowed TSC to find new and innovative approaches to the methods used by the partnership in addressing institutional effectiveness and assessment. As TSC moves to independent operations, institutional effectiveness continues to be a critical process for continuous evaluation and improvement of all TSC units, functions, services and programs. The key components of this comprehensive process include a Strategic planning and b Operational planning. An evaluation component is included within each of these key activities. Strategic planning allows the institution to develop a long-term direction and focus. As a result, this process serves as the framework for continuous planning at TSC. This allows for the development of objectives by the president, derived from the institutional goals identified in the five-year Strategic Plan. In summary, strategic planning serves to identify the intended purpose, direction, and expected outcomes of the College. Individuals at the implementation level are responsible for developing different but complementary plans of action for service and improvement: Institutional effectiveness plans IEPs are developed by each college planning unit, to address the effectiveness of programs and services. Student outcomes assessment plans SOAPs are developed by the faculty, to focus on improving the effectiveness of teaching and student learning. The results of assessment and student outcomes are used to review and revise their SOAPs, with the ultimate goal of improving student learning. Both of the plans as well as Academic Program Review activities formally tie budgets to planning. Each of these processes specifically request units to request and submit recommendations for resources needed to improve programs and services. All plans and evaluation reports are reviewed by the department chairs, deans or vice presidents, and finally brought to and approved by the president. Training was held for the small number of initial staff that had been hired prior to the opening of the College in the fall semester. Additional training and support will be provided to all of the faculty and staff that started with the College on August 26, This new Plan consists of four distinct institutional goals and their corresponding strategic directions. By coupling these key processes with relevant information acquired through the Institutional Effectiveness Process, the college is positioned to assess and monitor progress through a an ongoing and systematic process of continuous improvement. During the fall semester, institutional goals from Vision are being further defined with embedded performance measures and standards that will be tracked and monitored to determine the extent to which each goal and its supporting activities and expected outcomes are attained. These four goals, with their corresponding strategic directions, form the cornerstone that supports the stability and continuity of institutional effectiveness at TSC. The performance measures for each goal are being developed from benchmark data, analysis of trends, expected outcomes, improvement from baseline data, and institutional expectations. These assessment and data systems are allowing TSC to improve instruction and to enhance the learning experience for students. Institutional Research to Inform Planning Planning and improvement decisions are the result of the analysis of both outcome metrics and feedback provided by students and other institutional constituents. The Texas Higher Education Coordinating Board THECB requires the submission of record level student, faculty, and courses at the beginning and then at the end of each institutional semester. The THECB uses student record level data to track student progress, movement between institutions, and post-graduation outcomes. Recurring studies providing student feedback of their satisfaction, attitudes and values are captured through the administration and collection of the following: Student progress is also tracked using both internally produced data like course grade distributions that help faculty and administrators identify trends in high failure rate courses throughout the curriculum so that interventions and improvements can be implemented in an effort to boost student levels of success. In

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addition, the reports submitted by TSC are audited by the state. The data that is submitted to the THECB is aggregated and tracked over time, providing rich sources of data to determine where strengths and weaknesses in both student and institutional performance lie. THECB data that informs strategic planning includes: Closing the Gaps Accountability System tracking TSC participation, success, excellence, research, and institutional efficiency and effectiveness Existing Program Review Data Resources allow institutions to compare enrollments, number of awards, transfer data, persistence, licensure pass rates, and time to degree against peer Texas institutions Online Resume that includes a 3-year historical view of enrollments, funding, institutional versus peer group costs, financial aid, and graduation and persistence rate compared to peers Carl Perkins Data Resources which detail technical skill attainment, licensure, retention and transfer rates, nontraditional student participation, employment in nontraditional fields, degrees and certificates awarded, and placement rates of graduates by program. THECB Annual Data Profile which provides data for access by gender, ethnicity, and special populations; retention and remediation by CIP code; graduates by gender, ethnicity and special populations; cumulative outcomes for graduates; and contact and semester credit hours generated by CIP code. Annual Licensure Report provides the most recent outcomes of student performance on licensure examinations in the seven disciplines requiring students achieve certification in TSC programs. Data resources for Legislative Budget Board Performance Measures include the percentage of course completers, university transfers, percent of students meeting college readiness standards, licensure exam data, and the number of special population students enrolled. Developmental Education Accountability Measures track the attainment of college level competencies by students who entered the institution requiring developmental education. The resources above that provide data for analysis and consideration help to inform decisions regarding where efforts and attention should be focused with regards to students and their success, as well as the efficiencies of the institution. Assessment As noted above and as part of the institutional effectiveness process, TSC requires ongoing assessment and evaluation of all programs and services. Assessment and evaluation are generally divided into two separate areas: As the result of a need for more accountability in demonstrating the personal and cognitive growth and development of its students, TSC has designed student learning outcomes assessment plans to determine the level of achievement and development for each academic program, as well as the general education core curriculum. Last Updated on Saturday, 14 September

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2: Student Learning Outcomes

Get this from a library! Institutional effectiveness and outcomes assessment implementation on campus: a practitioner's handbook. [James O Nichols] -- "A practical guide to implementing institutional effectiveness or student outcomes assessment activities on campus.

Direct measures should be the primary means of demonstrating that student learning outcomes have been achieved. Direct assessment of student outcomes can be examined using embedded course assignments, capstone projects, portfolios, field experiences, performances, theses, dissertations, etc. If an academic program uses published exams, such as exams for licensure or certification, as a requirement for completion of the program, the exam results can be used as a direct measure. Indirect measures operate best as a support to the information gathered through direct measures. Alone, they are not sufficient to demonstrate the achievement of student learning outcomes. Indirect information is often gathered through surveys, interviews, and focus groups. It reflects the opinions and perceptions about a student learning outcome. While attendance may impact student learning, it is not directly related to what the student learned. Additionally, a course grade often reflects progress toward many learning outcomes and is a compilation of the student progress toward all of these outcomes. Course grades can be useful as an indirect measure of student learning if they are primarily based on student work related to the learning outcome, such as exams, papers, and presentations. Are course evaluations useful for student learning outcomes assessment? Responses to course evaluations can be used as an indirect measure i. Student perceptions can be an important contribution to the assessment process. Assessment of student learning outcomes is conducted at the program level. The Assessment Working Team in the Associate Provost Office for Academic Programs is available for consultation and can work with departments and units to develop and implement assessment and action plans. Can the Assessment Working Team do assessment for us? The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. As noted by AAUP, assessment is a core faculty responsibility: Assessment of student learning and reform of teaching and academic programs are core academic activities. As such, the AAUP sees them as being the primary responsibility of faculty—individually and collectively. In the classroom, a core element of academic freedom is the autonomy of the individual faculty member to determine what and how to teach. At the same time, the AAUP emphasizes the collective responsibility of the faculty as a whole for academic programs, suggesting that an academic department, for instance, can adopt pedagogical or curricular standards that colleagues teaching the course s need to adopt. Syracuse University has always assessed, reflected on our programs and services, and made changes when necessary. We, however, have not documented our efforts to the degree to which is now required both for internal reporting and external verification. Documentation used in the past both for Middle States accreditation and specialized accreditation is no longer sufficient due to increased demands for accountability by the public, by both state and federal governments and by extension regional and specialized accreditation. Recent specialized accreditation reviews of some of our programs resulted in findings of non-compliance focused on insufficient documentation of student learning outcomes assessment. Additionally, Middle States adopted new standards that include assessment in each standard and adopted a new reporting cycle that includes annual institutional updates. Other colleges and universities in the central New York region ran into difficulty in their most recent Middle States self-studies regarding institutional effectiveness strategic

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planning, program review, documentation and student learning outcomes assessment resulting in Middle States actions of further progress reporting and ongoing monitoring of the institutions for compliance. What is the role of the newly created Institutional Effectiveness and Assessment IEA office in developing and making changes to academic program curriculum? IEA does not propose, request, or make any changes to program curriculum, sequencing, structure, or teaching techniques. IEA does not conduct assessments of programs and units. The purpose of IEA is to support faculty and staff in the systematic assessment of our programs and services through consultations, workshops, documentation tools, and other useful resources. IEA conducts one assessment per year – the assessment of the office itself. Does everything have to be quantified? The IEA staff works with each academic program to identify what works best for each program and faculty. For some departments, numbers and graphics are how they choose to examine their programs. For other departments, a qualitative approach resulting in narratives works better. Indirect measures can also include course grades and grade distributions, retention and graduation rates, and placement rates. Is one assessment approach better than another? The process of continuous reflection is the focus of assessment. Faculty have a choice on how to report results and findings. There seem to be several related processes occurring on campus. What are the differences between them? Student Learning Outcomes Assessment Assessment of student learning outcomes is an ongoing reflective process conducted by and for the faculty. Assessment asks 1 What skills, knowledge, attitudes or dispositions do we want our students to acquire by the end of their program of study? As noted above the evidence can take many forms and is used for the program faculty to make a professional judgement. Programs are encouraged to assess all outcomes within a four-year timeframe. The strategic plan details how the institution fulfills its mission and works toward achieving its vision. Schools and colleges are also undertaking strategic planning. Program Review The purpose of program review is to craft and maintain a set of high-quality academic programs that support our educational objectives for students while making effective use of our institutional resources. If we do this well, we will maintain high-quality programs that are consistent with our mission, sought by students, and sustainable. Academic programs are reviewed for their quality, demand, cost- effectiveness, and centrality to mission. Judgments on these criteria occur through a faculty-centric process where disciplinary and program experts evaluate the available information about a program. The criteria are considered holistically: Program review occurs on a four-year cycle. To simplify data collection, all of the programs in a department may be reviewed in the same year, but program review is not departmental review. A full listing is posted on the IEA website. An institution is accredited when the educational community has verified that its goals are achieved through self-regulation and peer review. The extent to which each educational institution accepts and fulfills the responsibilities inherent in the process of accreditation is a measure of its commitment to striving for and achieving excellence in its endeavors. Do we have to use rubrics to assess student learning? No, there are several ways to assess student learning. Rubrics are only one tool faculty can utilize to analyze student assignments. Many faculty find that rubrics simplify and streamline their assessment processes. Having a system is usually quite helpful, but faculty choose the structure and methods of the system.

3: Integrated Planning & Institutional Effectiveness Assessment | PIM | Planning | PIR

*Institutional Effectiveness and Outcomes Assessment Implementation on Campus: A Practitioner's Handbook [James O. Nichols] on www.enganchecubano.com *FREE* shipping on qualifying offers.*

4: KSU | Office of Institutional Effectiveness - Assessment

When the first edition of this book was published in under the title Institutional Effectiveness and Outcomes Assessment Implementation on Campus: A Practitioner's Handbook, it was clear that assessment of student outcomes and institutional effectiveness was already a significant movement in higher education.

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5: FAQ | Institutional Effectiveness & Assessment

Institutional Effectiveness: The measurement of the institutions performance against established mission, goals and outcomes, and the use of assessment findings to exert change aimed at continuous improvement.

6: Assessment & Institutional Effectiveness

The assessment unit of the Office of Institutional Effectiveness focuses primarily on promoting the culture of continuous assessment in the University. The unit is committed to improving undergraduate and graduate student learning and development by supporting assessment processes in both academic and non-academic units.

7: Outcomes Assessment “ Software | Campus Labs

Assessment & Institutional Effectiveness The University of Tennessee at Chattanooga is committed to institutional effectiveness and continuous improvement. As part of these efforts, outcomes assessment processes have been established.

8: The University Policy Manual, Institutional Effectiveness Policy, UNCG

The mission of Institutional Effectiveness at King University is to promote institutional quality through a comprehensive, institution-wide, data-driven continuous cycle of planning, implementation, assessment, and improvement.

9: Institutional Effectiveness “ Software | Campus Labs

Institutional Effectiveness is the systematic and continuous process of collecting, analyzing, and distributing data and information linked to goals and outcomes developed by each program to embrace the mission and vision of Edgecombe Community College.

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